

Letter of Intent: Contact Information Form

Created Monday, February 03, 2014

Page 1

All applicants seeking to establish a charter school authorized by the Board of Regents to open in 2014 must submit a Letter of Intent to Apply, which requires completion of this contact form, and an upload of your 5 page Letter of Intent to Apply as outlined in the 2014 RFP and Application Kit. Please submit these tasks by 3:00 PM on February 3, 2014. Applicants who do not submit a complete Letter of Intent to Apply by the 3:00 PM deadline will not be permitted to submit a Full Application.

a. Proposed Charter School Name

(Please write out the formal and full name for the school you proposed, and include the words "charter" and "school" in the proposed name).

Charter High School for Academics, Character, & Technology

b. Preferred school location.

Select the preferred geographical area on the left and then select the preferred school district or community school district on the right.

NYC CSD-Manhattan: CSD 2

Select a second geographical area on left and then select the school district or community school district on right.

None

If necessary, select a third geographical area on left and then select the school district or community school district on right.

None

c. Applicant(s) information, including mailing address, phone number, and email address, and information establishing that the applicant(s) is a parent, teacher, school administrator or community resident.

(The entire chart may not be visible on your screen. Use the "tab" key to move from column to column. The first column will remain static as you do so).

	First and Last Name	Best Phone Number (###-###-####)	Email Address	Street Address, City, State, Zip
Lead Applicant	Sharon Spann	[REDACTED]	[REDACTED]	[REDACTED]

As the Lead Applicant(s), I (we) can best be described as a:

(Multiple responses permitted)

- Current or former School Administrator

d. Contact Person: please provide a phone number and/or email address to which public inquires about the proposed charter school may be addressed.

	First and Last Name	Best Phone Number (###-###-####)	Email Address	URL (type web address or the word "none")
Media Contact	Mary Kate Steele	347-804-4126	k.Steele.9876@gmail.com	none

e. Planned grades and enrollment in each year of the proposed charter term.

	Ages (or age ranges)	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
9th	14-16	100	100	100	100	100
10th	15-17	0	100	100	100	100
11th	16-18	0	0	100	100	100
12th	17-19	0	0	0	100	100
Total		100	200	300	400	400

f. Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner.

(See pages 40 of the application kit for definitions and guidance as only "substantial" partnerships should be listed here).

Proposed Management Company	Charter School Business Management
Partner Organization 1	Micropower Career Institute
Partner Organization 2	Medalliance

Lead Applicant(s) Signature and Date

You have the option of adding your signature(s) as the Lead Applicant or Co-Lead Applicants directly on the bottom of your Letter of Intent before you scan and upload it into the portal.

OR you may sign below using the mouse on your PC or stylus on your mobile device to sign your name.

Lead or Co-Applicant listed in section c above.

(Internet Explorer may not support this feature. Open the portal using Google Chrome, Firefox, or Safari).

Date Signed (Lead or Co-Applicant)

(No response)

Co-Applicant listed in section c above

(Internet Explorer may not support this feature. Open the portal using Google Chrome, Firefox, or Safari).

Date Signed (Co-Applicant)

(No response)

Thank you for completing the Contact Form which will be duplicative of some information contained in your letter of intent. Having information in this form allows the Department to merge applicant contact information into our existing data system. Please proceed to upload your signed and dated 5 page Letter of Intent to Apply.

Charter High School for Academics, Character & Technology (ACT)

I. Application Information

a. Applicant: Sharon Spann, School Administrator, [REDACTED]

b. Public Contact: Mary Kate Steele (347) 804-4126 or k.Steele.9876@gmail.com

c. Applicant Group Information: Our school's principal will be **Sharon Spann**, who has 25 years of experience as teacher, assistant principal, & principal in New York City Department of Education (DOE) Title I schools. Her experience with data-driven decision making in regard to individualizing teachers' professional development and addressing students' deficiencies to improve performance & reduce the percentage of overage, under-credited students, will ensure school goals are met. She will continue to provide Special Education (SpEd) students with additional supports beyond the requirements of their IEPs and focus on main stream education complemented by a push-in/pull-out model. Her leadership beliefs will foster a Team Ego amongst students & teachers, who will begin each day with a daily morning advisory class that celebrates students and establishes our school's nurturing learning environment where every student has the opportunity to perform to the best of his/her ability. **Lalit Chabria** has over 15 years of educational experience as Founder, Treasurer, & Chief Operating Officer of Micropower Career Institute (Micropower), his expertise within the education & technology fields is an asset in informing the board of how the latest developments in technology can be implemented in the school. **Sam Hiranandaney** is President of Micropower since 1995 & Chief Financial Officer of The Institute for Health Education in Jersey City, NJ since 2008. His expertise in the financial field will ensure proper management of school finances. **Patricia Sanders, Ph.D.**, is President Emeritus of Post University, has over 40 years of faculty leadership in education. She has evaluated academic programs to ensure they bear the quality, rigor, & expectations demanded by degree programs at all levels. She is well-suited to advise the board on ensuring our school's academic program addresses the needs of the Title 1, English Language Learner (ELL), & SpEd students and prepares them for post-secondary study and/or careers. **Priti Jain, M.D.** As the owner & Chief Operating Officer of Statcare JPR, an urgent care medical facility, he will consult with the board on the school's health & wellness program. He is committed to arranging internships at medical facilities for our students. **Quddus A. Mohammed** Vice President of SIB Portfolio Advisors Inc. since 2010. He was Coordinator of Portfolio Administration & Investment for the Saudi Arabian Monetary Agency from 1985 to 1997. Mr. Mohammed's experience overseeing performance management of multi-billion dollar assets allows him to effectively advise the board on fundraising, securing grants, and maintaining compliance with the school's financial policies & procedures. As President & Founder of Hyderabad Cultural Association and Founder of Rota-Paal, a professional & literacy forum, he can successfully advertise our school's mission to our targeted. He will harness his professional network to support students seeking meaningful internship opportunities. **Phillip Noel Musico, Esq.**, who provides legal representation for SpEd students' families, will advise the board on families' understanding of the programs critical to SpEd achievement & retention. He will provide legal advice ensuring compliance with city, state, & federal laws & regulations. He will advertise our school's mission in his practice and have service providers working with his clients advertise the school as well. Before entering law, he served as a DOE teacher and so contributes knowledge of and practical experience using effective teaching methodologies that promote standards-based student achievement. **June Gaye** is a 30 veteran of the DOE, who was citywide coordinator for SpEd & ELL students. She will serve our school as Assistant Principal and SpEd

& ELL Coordinator and will manage the school's professional development team. **Rosa Salcedo** is a 15 year DOE educator, who was a Ell & SpEd Teacher, Related Services Coordinator and High School Assistant Principal. Her presence ensures the implementation of programs tailored to individual students' needs. **Hazel Robinson** is a former CSD 12 School Board member, PTA president. Ms. Robinson will use her community connections to advertise the school to the targeted populations. She will serve as the school's Coordinator for Recruitment, Retention, & Parent Involvement. **Evelyn Tirado** is a literacy specialist, teacher mentor, & school staff developer. Her extensive experience working with Title 1, ELL, SpEd advise the Board current strategies to service this student populations. **Pat Bennett**, a former Sports & Arts in Schools Foundation director of afterschool programs, will advise the Board on extended day, afterschool, & summer programs targeted to Title 1, ELL, & SpEd students. As a former DOE Gates program coordinator, he assisted students with multiple "hold-overs" recover lost credits. **Fred Leiken** is a veteran DOE SpEd teacher with 36 years of service. He has implemented meaningful strategies to help recruit, retain, SpEd students in Region 2. He will serve as our school's intervention specialist, grade advisor, and recruitment & retention officer. **Mary Kate Steele** is DOE SpEd teacher & certified school counselor who will advise Board on students' academic, social, & emotional needs thus helping student retention. She will advise the Board & train school staff on using the Positive Behavior Interventions & Supports and Life Space Crisis Intervention programs to create a safe, nurturing school environment. **Jesse Harris**, a community activist & Community Planning Board 2 member, will advertise our school's commitment to Title 1, ELL, & SpEd students. He will keep the Board of Trustees connected to community.

d. Initial Board of Trustees: Mr. Chabria, Chairman, 96 hours researching, conferencing, writing the Narrative & Commitment of Micropower's support; Mr. Hiranandany Co-Chairman, 75 hours researching, collaborating on Narrative, identifying prospective board members; Dr. Sanders, Educational Chairwoman, 75 hours collaborating, advising, & writing the School Overview based on community surveys & district demographics; Dr. Jain, 9 hours defining the role of internships & scholarships; Mr. Mohammed, Finance Chairman, 60 hours collaborating, researching, and arranging community outreach & support; Mr. Musico, Rules Committee Chairman, 60 hours researching, writing, & aligning application to compliance issues.

e. Replication or Network Information: Not applicable

f. Application History: All applicant group members, except Ms. Gaye, filed a letter of intent with the NYSED to open this school in Sept.'13; we were not invited to submit a full application.

II. Proposed Charter School Information

a. Proposed School Name: Charter High School for Academics, Character & Technology

b. Proposed School Location DOE School District 2 at 137 W. 25th Street, N. Y, NY 10001.

c. Planned Grades and Enrollment:

Planned Grades	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
9 th Grade	100	100	100	100	100
10 th Grade	-	100	100	100	100
11 th Grade	-	-	100	100	100
12 th Grade	-	-	-	100	100

d. Proposed Management and/or Partner Organizations: Our proposed management company is Charter School Business Management. Our partner organizations follow. **Micropower Career Institute** has provided training and education for more than 15 years. Micropower will collaborate with charter school staff in delivering joint professional development. Micropower will provide students with internship opportunities. The institute has

committed to sponsoring a number of full and partial scholarships for select graduating students who wish to attend Micropower. In addition, the institute will collaborate with the high school to provide advanced placement courses. **Medalliance** has health care centers with board-certified physicians. They will offer workshops to our students and families as well as provide internship and employment opportunities for our students. **Hopes and Dreams Foundation** will support students on internships and employment opportunities. **Unitas CBO** will serve our students with interventions & counseling for themselves & their families.

e. Proposed School Mission: Charter High School for Academics, Character & Technology believes in high expectations for all students, especially those overcoming disabilities, poverty, language barriers, & past academic struggles. We will provide a curriculum that focuses on the Common Core Learning Standards and addresses individual student needs within a safe & nurturing environment. We will enable all students to achieve academically at a high level, as measured by the common core standards and state standardized exams, and will prepare all students for post-secondary school success or career readiness. We will achieve this by being data-driven, working collaboratively (staff, students, parents, trustees, and the community at large), and providing a comprehensive system of support.

f. School Overview: Charter High School for Academics, Character & Technology will establish high expectations for all students. Our comprehensive program unifies career, academic, & technology components and emphasizes integrating technology & literacy across the curricula. Our school is committed to supporting high student performance in all subject areas through a rigorous curriculum aligned with the Common Core Learning Standards. Class size will be limited to 22 students and each class will have a teacher assistant. Students with disabilities will receive IEP services with additional support & interventions in the least restricted environment. A Dual Language approach best meet the needs of our ELLs; their mandated instructional services will be provided via push-in/pull-out programs. Students will receive tablets to facilitate research, attendance at virtual Saturday Academies, & remote classroom attendance during absences. Our application is open to all New York City students who completed the eighth grade.

Pedagogical, related-services staff, & administrative teams will receive ongoing professional development, allowing them to provide students with a combination of rigorous academic coursework, up-to-date technology skills, and informed guidance about post-secondary and work readiness. A professional development team will disseminate a professional development survey and tailor programs to meet our educators' pedagogical needs & interests. Differentiated professional development will focus on Charlotte Danielson's *Teaching Framework*, Victoria L. Bernhardt's *Data Analysis for Continuous School Improvement*, Jon Saphier's *The Skillful Teacher*, Carol Tomlinson's *Differentiated Instruction*, Grant Wiggins & Jay McTighe's *Understanding by Design*, and the *Advisory Guide* by Educators for Social Responsibility.

School-developed periodic assessments aligned with Common Core Standards & New York State summative examinations will complement commercial diagnostic & predictive assessments (e.g. Scantron). Assessment results will be reviewed by the data inquiry team and shared with teachers to drive instruction & gauge student progress. DataCation, an integrated & innovative system, allows administrators, teachers, parents, & students across the school to monitor student progress, evaluate successful practices, and track students' promotion, graduation, & college readiness. It also allows administration to analyze teacher performance & individualize their professional development. Collaborative scoring among teachers (i.e. Tuning Protocol) ensures rating reliability. Subject-based & grade-level teams to review curriculum, pedagogy, & student performance further foster teacher collaboration. Our emphasis on teamwork ensures we plan &

implement a coherent, seamless curriculum across all grades.

To best meet individual needs & interests, students will collaboratively design their own short- & long-term learning goals with teachers & guidance counselors. Student Success Plans (SSP) developed collaboratively with students and parents will drive & monitor student progress. In addition to fulfilling graduation requirements, students will be encouraged to take Advanced Placement, Honors, & Enrichment courses. Students may also complete coursework preparing them for Certiport's Internet & Computing Core Certification (IC3) Examination. Advisory Periods will partner a small student group with a teacher who will foster character development & team building, helping each student realize that s/he is an integral part of his/her school and community. Advisors will personally mentor students to meet their social-emotional as well as academic needs. Project-based learning implemented across the curriculum provides opportunities for differentiated instruction based on student needs & interests. It also assists students in becoming career ready. Towards this end, student will also have free career courses offered at Micropower (e.g. computer networking, nursing aid, EKG & phlebotomy technician, computerized business accounting, cosmetology). Our uniform policy helps students dress for success and fosters school spirit & a positive atmosphere conducive to learning. Positive Behavioral Interventions and Supports & Life Space Crisis Intervention programs will enhance our school's culture & climate. A health & wellness focus will be initiated by our partner organizations. To achieve our school's mission, implementation & evaluation of all school programs will be guided by our Annual School Plan, which will be collaboratively developed by all stake holders including Board of Trustees members, teachers, administration, parents, & a student representative. This Plan will align with our school's Charter and Principal's evaluation.

g. Target Population: Student recruitment will launch in the Bronx & Manhattan, emphasizing recruitment of Title I, ELL, SpEd, & over-age, under-credited students. We will serve students from school districts 1 (Lower East Side), 4-6 (Upper Manhattan), & 7-9 & 11-12 (South Bronx).

III. Enrollment and Retention: It is our priority to recruit, enroll, & retain an equal or larger proportion, as compared to city averages, of SpEd, ELL, Title I, & over-age, under-credited students. To aid recruitment, we will canvas students living in school districts 1 & 4-6 and 7-9, 11, & 12 in the South Bronx, each of which contain at least 90% Title I eligible students and substantial numbers of our other priority populations. We will continue to attend community events and visit schools providing SpEd services in these districts to meet Parent Associations/Parent Teacher Associations (PTA), principals, guidance counselors, committees on SpEd, elected officials, & parent and student advocates. Our survey of student needs, as reported by parents, have helped us tailor our mission to best attract, support, & retain students. We will conduct family nights highlighting our school programs at community-based organizations (CBOs), churches, & PTAs. By advertising in local media, on social networking sites (e.g. Facebook & Twitter), & on our future school website, we hope to connect interested & targeted students with our school. We will continue to distribute flyers & brochures featuring our special programs and college and career ready mission. We will work with the Tenants Association of the NYC Housing Authority to advertise in their newsletters and place brochures in their lobbies. We will continue working with N.Y.C Human Resource Administration, whose responsibility for serving our city's homeless population, to best inform shelter residents about our school's mission & enrollment process. We will also provide local shelter's social workers with our brochures for distribution to the families at intake. Our staff will also provide parents with assistance in completing our application. Hiring staff with appropriate licenses & experience providing services far beyond what is minimally required in a typical IEP is the first

step in fostering special bonds between our students & outstanding teachers, which will doubtless improve retention. The Hispanic Pastors' Association has written us a letter of support and will disseminate our brochures and discuss our school's mission with their congregants. All activities continue to be conducted in both English & Spanish.

Our comprehensive support system is key to retaining every student. The development of each student's unique Student Success Plan (SSP) begins at our initial intake interview with both the student & parent(s). Every SSP features collaboratively established goals that will be used to monitor student progress. Appropriate interventions, established as needed, will be noted on the SSP. Parent Nights feature quarterly report card distribution & discussion. Between distributions, progress reports will be issued. Individualized parental conferences will be scheduled as needed.

Other key features of our support system include our aforementioned advisory program. Guidance counselors will be available to provide counseling & support services as needed. Our focus on character development & making students feel at home will encourage them to become engaged members of our school community. This will be guided by Blankstein's *Four Cs*-connection, developing competence, self-control, contribution- values that he believes school must impart on their students through the kinds of community activities they plan & support, as elaborated in *Failure is Not an Option*. Regular Town Hall Assemblies will celebrate student effort. We will also fund a Parent Involvement/Student Recruitment & Retention Coordinator. Multiple instructional interventions for students, including Extended Day, Saturday Academy, Summer Academy, & Holiday Academy programs, will aid retention. Periodic assessments & data trackers promptly provide teachers data to drive instruction & begin remediation or enrichment immediately. We will work collaboratively to support all students so that they know that the school community cares for them and they have their self-confidence advanced.

IV. Public Outreach and Community Support: a. The Charter High School for Academics, Character and Technology has conducted extensive community outreach to garner support for our school mission. We have met with elected officials, Community Education Councils (CECs), community & business leaders, health service providers, public & low-income housing tenant associations, and advocates, non-profits, & CBOs that serve SpEd students, low-income families, the homeless, and recent immigrants, particularly those whose primary language is Spanish. We have letters of support from Senator Díaz, Bronx Borough President Díaz, Assemblyman Crespo, Councilwoman Arroyo, & all partner organizations- each of which distributes our brochure in English & Spanish. Brochures were posted in lobbies of low-income residences. At meetings of Community Planning Boards 2 & 3 and CECs 1, 4-9, & 12 we distributed flyers, surveyed committee members & attendees, noted their concerns, & ultimately received their support for our school; to date, we have secured over 300 signatures of support from these individuals.

b. To assess parent interest, we conducted surveys & met with parents & parent advocates. These community & parent partners agree that a school focused on college & career readiness with an emphasis on serving ELL, SpEd, Title I students, & over-age, under-credited students is needed. They expressed a need for schools where their children are safe & have supports to help them succeed academically. They demand a school where they are welcomed as partners in their child's education & are frustrated that they only have failing high schools as options for their children. We are committed to addressing all of these concerns & all parents surveyed are confident that our school can deliver on that commitment. We continue to create awareness of our initiatives by engaging students, parents, & the community via surveys & community events.



Sharon Spann, Lead Applicant, Feb. 1, 2014

Your Choice: Round 1 or Round 2 Submission Deadline

Created Monday, March 10, 2014

Updated Tuesday, March 11, 2014

Page 1

Charter High School for Academics, Character, & Technology

As the lead applicant(s) in consultation with the other members of the applicant group, we intend to submit a full application in:

Select one of the two options from the dropdown menu.

Round 1 by March 28th

Signature of Lead Applicant, Sharon Spann.

Signature of the Co-Applicant, . (If Co-Applicant is listed)

APPLICATION SUMMARY

Charter School Name	Charter High School for Academics, Character & Technology
Applicant Name(s)	Sharon Spann
Applicant (s) Email Address	[REDACTED]
Applicant(s) Contact Telephone Number	[REDACTED]
Public Contact Name	Mary Kate Steele
Public Contact Telephone Number	(347) 804-4126
District of Location	Community School District 2
Opening Date	August, 2015
Proposed Charter Term	June, 2014 - June 30, 2020
Proposed Management Company or Partners	Charter School Business Management Company
Proposed Replication of Successful School or Model	Not Applicable
Projected Enrollment and Grade Span During Charter Term	400 Students in Grades 8-12 at Charter Term End
Projected Maximum Enrollment and Grade Span	400 Students in Grades 8-12 at Full Development
Mission Statement	<p>Charter High School for Academics, Character & Technology believes in high expectations for all students, especially those overcoming disabilities, poverty, language barriers, and past academic struggles. We will provide a curriculum that focuses on the Common Core Learning Standards and addresses individual student needs within a safe and nurturing environment. We will enable all students to achieve academically at a high level, as measured by the common core standards and state standardized exams, and will prepare all students for post-secondary school success or career readiness. We will achieve this by being data-driven; working collaboratively with staff, students, parents, trustees, support organizations, and the community at large; and providing our students with a comprehensive system of support.</p>

The core values and key design features of the Charter High School for Academics, Character & Technology are:

- Charter High School for Academics, Character & Technology will establish high expectations for all students.
 - Our comprehensive program unifies career, academic, & technology components and emphasizes integrating technology & literacy across the curricula.
 - Class size will be limited to 22 students and each class will have a teacher assistant.
 - Students with disabilities will receive IEP services with additional support & interventions in the least restricted environment.
 - A Dual Language approach will be used to best meet the needs of our ELLs.
 - Our application is open to all New York City students who have completed the eighth grade. However, it is our priority to recruit, enroll, and retain Special Education, English Language Learners, Title I, and overage, under-credited students.
 - Priority will be given to students from school districts 1 (Lower East Side), 4, 5, & 6 (Upper Manhattan), 7, 8, 9, 11, & 12 (South Bronx), and 14 (Williamsburg & Greenpoint).
 - Students will receive tablets to facilitate research, attendance at virtual Saturday Academies, & remote classroom attendance during absences.
 - Advanced Placement, Honors, and Enrichment courses will be offered. Students may also complete coursework preparing them for Certiport's Internet & Computing Core Certification (IC3) Examination.
 - Student Success Plans (SSP) developed collaboratively with students and parents will drive and monitor student progress.
 - Advisory Periods will partner a small student group with a teacher who will foster academic achievement, character development, and team building, helping each student realize that s/he is an integral part of her/his school and community.
 - Project Based Learning (PBL) will be utilized, providing opportunities for differentiated instruction based on student needs and interests.
 - Students will also have free career courses offered at Micropower Career Institute (e.g. computer networking, nursing aid, EKG & phlebotomy technician, computerized business accounting, cosmetology, etc.).
 - Our uniform policy helps students dress for success and fosters school spirit and a positive atmosphere conducive to learning.
 - A health and wellness focus in collaboration with partner organizations will be implemented.
 - A comprehensive support system will be provided to retain all students and help them achieve academic success.
 - Our goal is to have staff, students, parents, and the community work together to ensure student success.
-
-

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name Charter High School for Academics, Character & Technology
Proposed School Location (District) Community School District 2

I hereby certify that the founding group/prospective Board of Trustees have all read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. By submitting a charter school application to the Board of Regents, the founding group/prospective Board of Trustees understands that the Board of Regents is the authorized chartering entity with the authority to approve our application to establish the proposed charter school and enter into a charter agreement setting forth the terms and conditions under which the Board of Trustees will operate the charter school. The applicant founding group/prospective Board of Trustees also understands that this charter school application serves as the first component of an application for a federal Charter Schools Program (CSP) Planning and Implementation Grant. We understand that if the charter application is approved and a charter is issued by the Board of Regents, the school is qualified to receive a CSP grant, pending available funding and final approval of additional materials – including budget materials– by NYSED and by the New York State Office of the Comptroller. We agree to complete all required budget information and assurances according to forthcoming instructions and a revised timeframe to be issued by NYSED.

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, “the establishment of a single- sex charter school or a charter school designed to provide expanded learning opportunities for students at- risk of academic failure or students with disabilities and English language learners.”¹

The applicant(s) also make(s) the following assurances pursuant to Section 5203(b)(3) of Elementary and Secondary Education Act (ESEA) and the Consolidated Appropriations Act, which will be incorporated into, and made a part of, the Charter School’s charter, if granted, and be binding on the Charter School itself:

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application²
- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted under this subpart;³ and,
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.⁴

Signature of Applicants:	
Date:	March 22, 2014
Print/ Type Name:	Sharon Spann

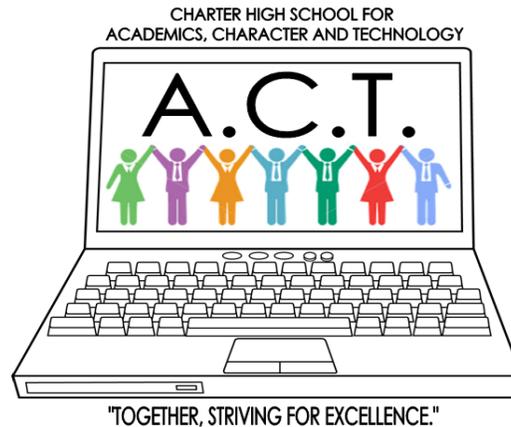
¹ N.Y. Education Law § 2854(2)(a)

² ESEA § 5203(b)(3)(J)

³ ESEA § 5203(b)(3)(K)

⁴ ESEA § 5203(b)(3)(N)

Proposal to the
New York State Education Department
to Found the



CHARTER HIGH SCHOOL FOR ACADEMICS, CHARACTER & TECHNOLOGY (ACT)

Serving Grades 8-12

School Mission: Charter High School for Academics, Character & Technology believes in high expectations for all students, especially those overcoming disabilities, poverty, language barriers, and past academic struggles. We will provide a curriculum that focuses on the Common Core Learning Standards and addresses individual student needs within a safe and nurturing environment. We will enable all students to achieve academically at a high level, as measured by the common core standards and state standardized exams, and will prepare all students for post-secondary school success or career readiness. We will achieve this by being data-driven; working collaboratively with staff, students, parents, trustees, support organizations, and the community at large; and providing our students with a comprehensive system of support.

CharterHighSchoolforACT@gmail.com
<http://CharterHighSchoolforACT.weebly.com>
<http://www.Facebook.com/CharterHighSchoolforACT>

TABLE OF CONTENTS

I. Mission, Key Design Elements, Enrollment, & Community.....1

- A. Mission Statement and Objectives.....1
- B. Key Design Elements.....12
- C. Enrollment, Recruitment, and Retention.....15
- D. Community to be Served.....18
- E. Public Outreach.....20
- F. Programmatic and Fiscal Impact.....20

II. Education Plan.....22

- A. Achievement Goals.....22
- B. School Schedule and Calendar.....23
- C. Curriculum and Instruction.....26
- D. Assessment System.....30
- E. Performance, Promotion, and Graduation Standards.....32
- F. School Culture and Climate.....35
- G. Special Student Populations and Related Services.....36

III. Organizational and Fiscal Plan.....44

- A. Applicant(s)/ Founding Group Capacity.....44
- B. Board of Trustees and Governance.....47
- C. Management and Staffing.....49
 - C.1. Charter Management Organization.....51
 - C.2. Partner Organization.....51
- D. Evaluation.....51
- E. Professional Development.....53
- F. Facilities.....54
- G. Insurance.....55
- H. Health, Food, and Transportation Services.....55
- I. Family and Community Involvement.....56
- J. Financial Management.....57
- K. Budget and Cash Flow.....57
- L. Pre-Opening Plan.....59
- M. Dissolution Plan.....60

TABLE OF CONTENTS (CONT.)

IV. Required Attachments.....61

- 1. Admissions Policies and Procedures.....61
- 2. Samples of Evidence of Community Outreach.....64
- 3a. Sample Daily Schedules (High School).....93
- 3b. First Year Calendar.....96
- 4. Student Discipline Policy.....97
- 5a. Charter School Trustee Background Information.....101
- 5b. By-Laws.....101
- 5c. Code of Ethics.....110
- 8a. Hiring and Personnel Policies and Procedures.....112
- 8b. Resume for Proposed School Leader.....115



I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, AND COMMUNITY

A. Mission Statement and Objectives

School Mission:

Charter High School for Academics, Character & Technology believes in high expectations for all students, especially those overcoming disabilities, poverty, language barriers, and past academic struggles. We will provide a curriculum that focuses on the Common Core Learning Standards and addresses individual student needs within a safe and nurturing environment. We will enable all students to achieve academically at a high level, as measured by the common core standards and state standardized exams, and will prepare all students for post-secondary school success or career readiness. We will achieve this by being data-driven; working collaboratively with staff, students, parents, trustees, support organizations, and the community at large; and providing our students with a comprehensive system of support.

School Objectives:

To ensure that the vision laid out in our school mission is attained, the Charter High School for Academics, Character & Technology will continually measure our progress in meeting the following concrete objectives inspired by our school’s mission. These objectives are all aligned to those found in Education Law §2850(2), which embody the guiding motivation for all successful charter schools. These objectives have also been developed in concert with the New York State Education Department’s Performance Benchmarks; we expect that our school will, at the least, “Meet” and largely “Exceed” these benchmarks as we enact the educational initiatives needed to increase teaching and improve student social-emotional & educational outcomes.

1) Improve Student Learning and Achievement.

It is our priority to recruit, enroll, and retain students from community school districts 1, 4, 5, 6, 7, 9, 11, 12, and 14. These school districts each have substantial numbers of underachieving students⁵ who can expect to see large educational gains, as measured by their understanding of common core standards and performance on New York State standardized examinations, when supported by our school’s social and educational programs. These students can then expect to achieve the post-secondary school and career success that each of our city’s students deserve. We will accomplish this by providing a comprehensive system of social support for all students, a rigorous academic curriculum based on the common core standards, and focused literacy and technology education delivered throughout all content areas. Collaboration among staff, students, and parents will ensure that all parties invested in helping our students achieve their learning goals will be knowledgeable on the best strategies to ensure our students excel.

To ensure that our school has a staff capable of delivering this curriculum, we have developed a number of objectives to guide our hiring, class design, and professional development processes. We will hire appropriately certified teachers in all content areas who will teach small classes, with a maximum of 20 students per class, to maximize their ability to effectively differentiate instruction. Each class will have an instructional aide who will be responsible for assisting their paired teacher with making data-driven instructional choices. The presence of an instructional aide in each class also enables further individualized instruction by

⁵ <https://reportcards.nysed.gov/schools.php?district=800000046647&year=2012>

improving each class's student-instructor ratio. Our school will encourage all teacher's assistants to attend classes to work towards becoming a teacher at our school; we are currently pursuing a relationship with Boricua College that will facilitate this. A major advantage of producing teachers from within our school is that these future teachers will have participated in our professional development, will be familiar with our Annual School Plan, and will have already been a dedicated collaborator with our students, families, and staff. Similarly, we plan to cultivate student teaching relationships with our partner colleges such that many of the dedicated educators who have completed their student teaching at our school will want to join our staff to continue helping our students achieve their learning goals. For our Mathematics (math) and English Language Arts (ELA) courses, where our experience and knowledge of the current performance levels of our target students make us aware of the likely need for remediation, we plan to have each class taught by two certified teachers. In addition to fostering remediation, this teaching team configuration also affords greater ease in delivering effective individual, small group, and whole class team teaching. Our teaching teams will also enable more effective intensive remediation & enrichment performed by one of the team teachers during in-class and/or pull-out individual & small group instruction; while the class continues to receive uninterrupted instruction from one of their principal teachers, the students receiving individualized coaching also have the benefit of working with a principal teacher who best knows their strengths & weaknesses. For all of our teachers, there will be intensive professional development during the first two weeks of August. In addition to being a period for discussing how best to apply the latest, research-based teaching strategies in our classrooms, this session will help generate excitement & momentum for the upcoming school year. This session will also be an opportunity for teachers meet our newest freshman class through a review of the Student Success Plan goals created by students in the intake interviews conducted during the enrollment process.

It is also our school's objective to have several specialized service providers who will support our teachers and our students who are at-risk of not achieving their learning goals. Our Special Education (SpEd) Coordinator will work both our SpEd students and SpEd teachers to ensure that all of our students' Individualized Education Program (IEP) goals are met. Our English Language Learner (ELL) Coordinator will provide direct student intervention during after-school tutoring and provide small group instruction in all content area classes using a push-in or pull-out model, depending on student needs. The ELL Coordinator will also provide extra support for our ELLs' teachers as they provide sheltered instruction that minimizes linguistic demand while maintaining academic rigor. Our school will have four Academic Intervention Services (AIS) Specialists/Grade Advisors, one per grade level, who will ensure that all students are achieving the short and long term goals that they set for themselves, with parent & teacher guidance, and placed in their Student Success Plans (SSPs). They will accomplish this largely through coordinating student data entry and subsequently using data-driven planning to determine how best to meet these SSP goals. The AIS Specialists/Grade Advisors will also provide or direct the provision of appropriate intervention services for the students.

It is also our school's objective to engage our students' parents & guardians in a meaningful collaboration that increases student learning & achievement. Towards this end, our school's Student Recruitment & Retention Specialist will also serve as our Parent Liaison & will seek family input on ways to best serve our students, provide families with a more thorough understanding of school programs & interventions being used to increase their children's learning, & provide families with greater knowledge on how they can support their child's learning at home. We believe that a positive relationship with our students' families will bolster

our staff's relationship with students, and so view these two roles of parent liaison & retention specialist as fundamentally intertwined. We also aim to boost parent collaboration in improving student social & educational outcomes by having a parent representative on our school's Board of Trustees. All parents will be encouraged to participate in our School Enhancement Committee, on which our school's Principal, Staff, and Board also serve. This committee is responsible for updating our school's Annual School Plan, which will always be aligned to our school's charter and the charter school performance benchmarks. The Annual School Plan will also be used as the basis for our school leader's evaluation, providing our parents with a meaningful way to hold our school & its leader accountable for ensuring their children's learning & achievement. Parent workshops held during the school day and at night to allow for the greatest levels of parental participation will keep parents informed of all current instructional activities making them better equipped to play an active role in furthering their children's learning & achievement. They will be recorded and put on the Internet for parents who could not make sessions or need to revisit the workshop for reinforcement.

To further advance student learning & achievement, it is our school's objective to partner with local community-based organizations (CBOs) that can help extend the educational programs offered by our school. These partner organizations can also further our goal of providing character-building education for our students. Unitas, a CBO serving Bronx students & families for 42 years, has pledged to counsel our students and their families in a letter of support to our school. Our academically- and socially- ready students will have the opportunity to take college courses from Bronx Community College, giving them the opportunity to take greater ownership of their education and accelerate their own learning. Medalliance has pledged to offer health care for our students and their families in a letter supporting our school. They have also committed to providing social, health, fitness, and nutrition classes to our students and their families. Given that our targeted areas have some of the highest incidences of childhood obesity and asthma, student learning during these classes has the ability to play a profound role in our students' future health & wellness. Additionally, Medalliance has pledged to offer internships for our students, which will increase our students' ability to put classroom knowledge into practice and to learn from their experiences outside the classroom.

We believe that one of the most effective ways to ensure that our school improves student learning and achievement is by encouraging our students to become active participants in their own education. This begins with our Student Success Plans (SSPs), which are initially developed during student intake interviews that are held once a student is enrolled at our school. At these intake interviews, each student is encouraged to craft their own short- and long- term education goals with the collaboration of their parents & members of our school intake team. Student ownership of learning & achievement goals is continually reinforced as SSPs are monitored & evolved over the course of each student's educational career at our school to drive their long-term progress. Much of this evaluation of SSPs will occur during our Advisory Period, which starts each school day and pairs a class with two teachers who will foster general character building and the cultivation of academic & scholarly skills and the school's Team Ego. Part of this character building will reinforce in all of our students, especially those who enter our school having already faced significant obstacles to their education, the view that our school's entry grade-level and remediation courses are opportunities for students to develop the foundational knowledge & skills that will set them up for taking full advantage of our school's enrichment, honors, & advanced placement courses in upcoming semesters. Advisory Period's character building will help students view our in-school tutoring, after-school tutoring, extended day

classes, vacation academies, and summer school for student remediation and enrichment as valuable opportunities to take advantage of. Advisory Periods will also feature career exploration & development to help our students begin understanding how they will apply the knowledge gained in our classes to their future professions. Our recurring message to students in Advisory Period & all other classes will be that when they apply effort to their studies, they can & will achieve even greater educational & career goals than they initially set for themselves on the first iteration of their Student Success Plan at their initial intake meeting.

Another school objective that will increase student learning & achievement is to quickly & effectively introduce freshman to our school culture of success and cultivate within them the Team Ego that is integral to our school's mission. This will begin during our mandatory Summer Preparatory Academy for all incoming 9th grade students, scheduled for the last two weeks in August. Beyond introducing students to cover school policy & procedures, our summer academy will take students four years into the future, encouraging students to examine the opportunities for post-secondary success that graduation will provide for them. It is also a time for students to familiarize themselves with school programs and graduation requirements. During this Summer Preparatory Academy students will be informed that they will be taken on a weekend College Visit to Philadelphia in the early fall. This trip will be funded by our support partner, the Hopes and Dreams Foundation, and will accordingly be cost-free to our students. The summer academy is also an opportunity for extra ELA & math courses that will be particularly valuable for students needing some remediation in these core content areas.

It is also our school's objective to increase student learning & achievement by providing students with access to & knowledge of the latest technological advances. We will provide every student with a tablet, which affords each student the ability to participate live in a Saturday Academy via the Internet. We will also have each Saturday Academy lesson recorded and posted on-line for students who missed the live session or wish to review a previous lesson to increase their understanding. Students will have the opportunity to complete coursework preparing them for Certiport's Internet and Computing Course (IC3) certification.

It is also our school's objective to increase student learning & achievement by expanding educational opportunities for our students beyond the courses offered directly from our school. Those students who are socially and academically ready will also have the opportunity to take free career courses offered by Micropower Career Institute (MCI), one of our partner organizations. The proximity of our proposed school location with MCI, MCI's flexible course offerings, and our school's small size, which allows us the ability to tailor each student's course schedule to enable them to take full advantage of advanced course offerings, will enable all interested, prepared students to participate in this offer. Our desire to help our students achieve post-secondary success has also lead us to secure a commitment from MCI that any student who has demonstrated excellence in our school's courses and who has also taken & excelled in classes offered at MCI, can earn a partial or full scholarship to MCI.

As part of our objective to prepare our students for post-secondary and career success, it is also our school's objective to prepare our students for the most common college entrance examination. Towards this end, all students will be encouraged to take our free prep classes for the College Board's PSAT/NMSQT and SAT examinations. Our test prep classes will address the changes to the exam that go into effect in spring 2016 and will prepare students to take the new digital form of these exams by offering digital practice tests administered on the tablets distributed to all students. To encourage all students to take these exams, our school will pay for students' PSAT/NMSQT and SAT testing fees as we recognize that we are largely serving

families who are living at or below the poverty level as defined by their free lunch status. We will especially encourage students to take the PSAT/NMSQT exam because of its value as firsthand practice for the SAT and as an opportunity to enter the National Merit Scholarship Corporation's scholarship program. We will also encourage all students to make use of the College Board's college and career planning tools.

2) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure.

As it is our school's priority to recruit & enroll students who are at risk- including Title I students, English Language Learners (ELLs), special education (SpEd) students, and overage, under-credited students- we recognize the need for expanded learning experiences to provide these students with additional opportunities to learn & improve their understanding. Our SpEd Coordinator, ELL Coordinator, and Academic Intervention Services (AIS) Specialists/Grade Advisors, will ensure that these students have access to individualized instruction and afterschool tutoring needed to help them get back on track academically. There will be ongoing enrichment and remediation programs after school, during school hours, Saturdays, vacations, and summer. For incoming, at-risk 9th graders, our Summer Preparatory Academy will be a time to focus on remediation of key ELA & math skills. This summer academy will encourage at-risk students to envision post-secondary success for themselves, an expanded learning experience that will help inspire them to apply the effort needed to overcome past academic struggles.

We recognize that in order for our students to achieve their fullest academic potential, their social and emotional needs must be addressed, in particular with at-risk students. Our partner organizations provide our at-risk students with a number of expanded learning opportunities throughout their four years at our school. Students will have access to expanded character-building & support services paired with an academic & culture-arts education through the Liberty Partnerships Program offered by our partner organization, Hostos Community College. As two major objectives of the Liberty Partnership Program are to increase the number of at-risk students who graduate & to increase the number of at-risk students who enter post-secondary education after graduation, this expanded learning opportunity will be beneficial for our struggling, at-risk students. Students also have the opportunity to participate in programs offered by the community-based organization UNITAS. UNITAS is a community mental health organization that aims to prevent and treat a range of emotional behavioral, and social problems of youth, enabling them to achieve maximum academic success.

Our school itself will provide an important expanded, character-building learning opportunity in the form of our Advisory Period that begin each school day. All students, especially those at-risk of not attaining their learning goals, will benefit from Advisory's emphasis on promoting students' social-emotional growth & academic study skills development.

Advisory Periods will also be a time for guiding students in self-analysis. With the collaboration of their two Advisory Period teachers, students will monitor their progress toward the education goals that they set in their Student Success Plans (SSPs). Advisory Period will be a time of brainstorming new strategies for meeting goals when student progress begins to falter. This will help students identify meaningful ways of increasing their own learning before their progress ever slows enough for them to become at-risk of not attaining their goals. SSPs also offer a unified means for all school staff & students to monitor & improve academic progress. All content area teachers will use SSPs to identify current student goals & record data indicating student progress toward meeting those goals; data will include the results of New York State standardized examinations & data from teachers' ongoing interim assessments of students'

mastery of the Common Core state standards. Teachers will use this data to drive instruction & ensure all students- especially at-risk students- increase their learning. Teachers will also use students' stated short- and long-term goals as an entry point into acting as a mentor/advisor to students, especially at-risk students. Teachers will work collaboratively with the guidance counselor to improve their ability to support maximum student academic success and to recruit the guidance counselor to act as yet another mentor who can support struggling students. The consistent means of displaying this data in the SSPs will also improve students' ability to use this information to quickly identify their own weaknesses, which will enable them to seek out teacher assistance promptly and to utilize our school's expanded learning opportunities (e.g. afterschool tutoring, Saturday academies (both live sessions & our library of recorded sessions), etc.) effectively. When students can seek out our school supports at the first sign of academic distress, most issues can be resolved promptly before they ever become at-risk of not attaining their educational goals. These strategies will enhance our ability to achieve our objective and to meet New York State Education Department Charter School Performance Framework Benchmark 1: Student Performance and Benchmark 2: Teaching and Learning.

To expand learning opportunities for students who have improved their academic status and are currently excelling, the school will offer, as mentioned in the previous section, opportunities to take advanced course offerings, including Advanced Placement classes offered by our school and post-secondary education credit courses at Micropower Career Institute.

Our Project-Based Learning initiative will also be a time for all students to encounter course content in an expanded manner that challenges them to take ownership of their own learning. When completing a project, students will be encouraged to seek out information on related, more advanced topics that will enhance the learning gained in the classroom. Projects will also be a time to allow students to apply classroom knowledge to real world problems- an expanded learning opportunity that will also facilitate career exploration. Upon completion, projects are also an occasion for students to celebrate their accomplishments by sharing their results & newly acquired knowledge with their families & one another through formal multimedia PowerPoint-style presentations, allowing us to put the University of Pittsburgh's Principles of Learning: "Organizing for Effort," "Recognition of Accomplishment," & "Fair & Credible Evaluations," into practice.⁶ This expanded learning opportunity for peer-peer teaching will effectively promote learning and inspire students to increase their learning.

3) Encourage the use of different and innovative teaching methods.

Charter High School for Academics, Character & Technology's reduced class size of 20 students with an instructional assistant that reduces the instruction ratio to 10 students to 1 adult, facilitates the ease with which our teachers can implement different and innovative teaching methods. One of our schools innovative teaching methods is the dynamic use of tablet technology inside and outside the classroom. Our school will provide a tablet computer for each student as part of this initiative. Tablets are powerful devices that can enhance content delivery, student learning, and collaborative interaction. Utilizing tablets in the face-to-face classroom allow students to instantly access and integrate information including course materials, research sites, & digitized resources from our local libraries (e.g. NY Public Library's Digital Collections⁷ that hosts over 805,000 primary sources). Tablets also enable student access to digital archives of primary sources (e.g. Internet Archive; Digital Public Library of America; Europeana; World

⁶ http://ifl.lrdc.pitt.edu/index.php/resources/principles_of_learning

⁷ Digitalcollections.nypl.org

Digital Library Home; Library of Congress’s “The Commons” photograph archive). Tablets enable students to download public domain books (e.g. Project Gutenberg & Project Muse) & check out e-books from our city’s 3 main libraries. By using tablets to access a large selection of literature, especially nonfiction works, we can expand our focus on teaching literacy across all content areas. To aid in resource discovery, tablets will have digital archives & libraries bookmarked. Most importantly, using laptops in all of our content-area classrooms provides students with opportunities for meaningful peer-to-peer teaching and group work. These tablets will also aid participation in the various instructional academies (i.e. our school’s Saturday Academy, Vacation Academies, etc.). Tablets will also create more meaningful learning opportunities as students undertake their Project-Based Learning projects. In addition to being useful tools for accessing project resources, they can also be used by students during the sharing phase of completed PBL projects. Students can use their tablets to record audiovisual “screencast” presentations that teach viewers about the key knowledge & understanding acquired by each student during work on their PBL project. These videos & screencasts can then be shared by our students, for example by posting on Student Work pages of our school’s website. Services like Screencast-o-Matic & Screenr can be used on the students’ tablets to facilitate student creation of these screencasts.⁸

Our school will also utilize the innovative instructional design of teaching Literacy and Technology through all of the content areas. Our teachers will develop a curriculum guide integrating literacy and technology standards throughout the various content areas. Pacing Charts will ensure that our curriculum is formatted to make certain that all students are being prepared for optimum success on all standardized and Regents examinations.

Our students will also have the opportunity to take Internet and Computing Core Certification (IC3) courses leading to IC3 certification. IC3 courses provide students with the foundational knowledge needed to succeed in environments that require the use of computers and the Internet, opening myriad career avenues for our students.

Project Based Learning (PBL) will be used as an instructional strategy. As there is variety of teaching methods all referred to by the name PBL, it is worthwhile to note how our school will use PBL. For our PBL program, students will undertake an extended process of inquiry in response to a complex question, problem, or challenge; the Grade Team will craft the topic for each PBL project. PBL will be scheduled for a daily period at the end of the day. An extended day program will be available for remediation and/or PBL work. Each year, there will be 2 presentation cycles for PBL. The Buck Institute for Education’s Project Planner will be used for all PBL assignments⁹. The essential elements of our Project Based Learning program will be:

- **Significant Content:** Each PBL project focuses on teaching students important knowledge & skills, derived from standards.
- **In-Depth Inquiry:** Students engage in a rigorous, extended process of asking questions, using resources, & developing answers.
- **21st Century Competencies:** Students build valuable expertise (e.g. technological mastery).
- **Choice:** Students have some choices about the products to be created, how they work, & how they use their time; teachers offer guidance based on student PBL experience.
- **Public Audience:** Students present their work to others, beyond their classmates & teacher.

These innovative curriculum & instruction strategies will enhance our ability to ensure

⁸ www.Screenr.com; www.screencast-o-matic.com

⁹ http://bie.org/project_planner

students meet their learning objectives. They will ensure we meet Charter School Performance Framework Benchmark 1: Student Performance & Benchmark 2: Teaching and Learning.

4) Create new professional opportunities for teachers, school administrators and other school personnel.

When it comes to professional development (PD), our school believes that one size does not fit all, all of the time. We also appreciate that it is critically important to carefully examine how best to train, develop, and support both experienced and new teachers. Accordingly, our school will have a Professional Development Committee who, with the input of teacher surveys, will use their observations of teacher performance during walkthroughs, observations, workshops, collaborative planning, and collaborative scoring (i.e. the Tuning Protocol) to create a differentiated professional development plan for all staff. This individualized plan for teacher growth will ensure that our teachers are best equipped to promote student learning; research shows that a teacher's skill is the most significant school-related factor influencing student performance and their feelings of well being.¹⁰ The efforts of our PD Team to drive teacher development will ensure that our teachers can increase student learning & achievement, thereby ensuring that our school meets State Benchmark 1: Student Performance and Benchmark 2: Teaching and Learning. The major themes of our individualized PD program are:

1. Our Professional Development Committee will meet on an ongoing basis to evaluate progress in the implementation of the school PD plan. They will make data-driven modifications when necessary.
2. Our School Leader will collaborate with each teacher on an individual basis to address and support each teacher's progress toward his or her own personal professional development goals. These meetings will occur quarterly throughout the school year and will be a time for the School Leader & teachers make their own data-driven updates to the individualized PD plans generated by the Professional Development Committee.
3. There will be a 10-day Professional Development Academy each August, prior to our Summer Preparatory Academy & the start of the school year.
4. 3 full PD Days are scheduled for each school year.
5. Every day there will be a PD period during our students' lunch period, enabling common planning and data analysis.
6. Every Friday students are dismissed after 6th period & teachers PD from 2:30pm- 4:30pm.
7. Our Formal Observation Checklist verifies all lessons are Common Core Standards-driven and are differentiated. Formal observations, which are always paired with both pre- & post-observation conferences, will be conducted a minimum of 3 times annually for each teacher.
8. Informal observations, conducted on an ongoing basis, will provide frequent, constructive feedback from our School Leader for each teacher. Our School Leader will also seek each teacher's response to feedback, thereby opening a dialogue focused on maximizing the use of best practices.
9. Learning Walks will involve the entire school community in developing a shared understanding of high-quality instructional practice. Conducted on an ongoing basis throughout the school year, focus areas for each learning walk will include the physical learning environment, best instructional practice, embedded literacy (i.e. how the teaching of literacy is effectively embedded in each curriculum area), etc. Learning walks will be

¹⁰ Saphier, J., Haley-Speca, M.A., & Gower, R. (2008) *The Skillful Teacher: Building Your Teaching Skills*. Acton, MA: Research for Better Teaching.

modeled after the successful Connecticut Walkthrough Protocol Guide.¹¹

10. A collaborative “jigsaw” approach when our teachers discuss the most recent professional development literature. This allows teachers to divide up a number of articles or book chapters and work in smaller, more effective discussion groups that each analyzes how the research-based strategy examined by their group might best be applied to our school’s classrooms. Subsequently, each group presents their findings to all present. PD sessions become “alive” and are far more productive than traditional “chalk and talk” presentations. When our teachers are engaged & working as a team, we can expect far more meaningful, connected, relevant, & thought-provoking discussion, which is what will ultimately improve teacher performance and drive student progress.
11. Similarly our school’s teacher schedules will provide blocks of common planning/professional development time that encourages team collaboration & the sharing of best practices. Each block will be divided into segments that effectively guide collaboration. Segments will include:
 - a. Data Analysis and Review.
 - b. Common Planning for our school’s interdisciplinary literacy and technology approach and for the integration of our career readiness theme into the school’s curriculum.
 - c. Unit planning/lesson planning based on the Common Core Standards.
 - d. Pacing Charts, Scope, and Sequence.
 - e. Creating rubrics for school-wide implementation.
 - f. Examining student work samples for academic rigor.
12. Collaborative scoring using The Tuning Protocol¹², a process that supports educators as they share their students’ work with colleagues and reflect upon the lessons that are embedded there. This collaborative reflection helps educators better design and refine their assessment systems. It also supports higher quality student performance.
13. The resources used to develop our school’s professional development program will offer insights on proven, research-based teaching strategies. They will include the following: Jon Saphier, Mary Ann Haley-Speca, & Robert Gower’s *The Skillful Teacher*; Grant Wiggins’ *Understanding By Design*; Carol Tomlinson’s books on differentiated instruction, including *Differentiation in Practice: A Resource Guide for Differentiated Curriculum*; Rachel Poliner & Carol Miller Lieber’s *The Advisory Guide* published by the Educators for Social Responsibility; The Danielson Group’s *Framework for Teaching: Evaluation Instrument*;¹³ Alan M. Blankstein’s *Failure is Not an Option: 6 Principles that Advance Student Achievement in Highly Effective Schools*; Victoria Bernhardt’s *Data Analysis for Continuous School Improvement*; and Rick Pitino’s *Lead to Succeed*.

Our School Professional Development Program will be comprehensive, ongoing, experiential, collaborative, and data-driven. It will serve as an exemplar for professional development programs. Priority topics of our school’s PD program are Curriculum Planning, Lesson Planning, Classroom Management, Data Analysis, Assessment, Differentiating Instruction, the Writing Process, Teaching Literacy in all content areas, Incorporating Technology across all content areas, improving our Advisory Period, Project-Based Learning,

¹¹ http://www.sde.ct.gov/sde/lib/sde/PDF/deps/SA/Walkthrough_Protocol.pdf

¹² <http://www.nsrffharmony.org/protocol/doc/tuning.pdf>

¹³ <http://www.danielsongroup.org/userfiles/files/downloads/2013EvaluationInstrument.pdf>

and the Danielson Framework for Teaching. Plans for professional development will be continually updated based upon a review of student performance data. Plans will be also be updated in an ongoing manner to meet individual teacher needs, based on the results of our formal & informal teacher observations and based on teacher-stated needs as revealed by teacher feedback that is always welcomed and that is actively sought through periodic professional development surveys that we will administer.

Our school's professional development programs will be supplemented by our partner organizations. All staff will have the opportunity to participate in PD sessions involving our support partners Bronx Community College, Hostos Community College's Liberty Partnership Program, and Hopes & Dreams Foundation. Micropower Career Institute will also collaborate on joint professional development workshops for our teaching staffs. We will also plan to establish a PD collaboration with our local district's persistently low-achieving schools. Our collaborative "team ego" will enable all staff to learn from and teach one another, members of our partner organization, and local community school district teachers. Unless a culture of collaboration exists, any effort to create a successful learning community will fail.

5) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.

Our strong belief in collaboration and engaging the community as part of our school team has driven us to form support partnerships that will greatly enhance the educational opportunities for both our students and parents. This belief motivates our objective to continuously seek out new partnerships with support organizations that will best meet the needs of students and parents. Currently our partnerships include Hostos Community College, Hostos's Liberty Partnership Program, Bronx Community College, Micropower Career Institute, Unitas and Medalliance. These partnerships provide a multitude of learning experiences such as exposing students to prospective careers and post-secondary schools. They also support expanded opportunities for character development, which our school strongly believes in and wishes to foster in all of our students. For us building character is building success. Furthermore, through these partnerships our students will have the opportunity to take post-secondary classes at Micropower- a valuable learning opportunity that too few existing schools can offer. Our charter school will also provide students with Internet and Computing Core Certification (IC3) classes to support them in obtaining their IC3 certification, a demonstration of their knowledge of the kinds of computing & technology skills necessary for future college and career success. Our school & our partner organizations will also support students in obtaining & learning from meaningful internships.

It is our school's objective to use our mid-town Manhattan location to facilitate expanded learning opportunities for our students. Our school's community will expose students to an area that is different from the impoverished, local community school districts in which they reside. Our school will actively harness our central location by arranging trips to the museums and arts & culture venues, thereby using New York City as a classroom. These trips will enhance the teaching in our content area classes while also serving to motivate student Project-Based Learning projects. This will ensure that our school meets the Charter School Performance Framework's Benchmarks 1 & 2. We will also have a College Visitation program that starts freshman year, as we want to always encourage students to develop & attain meaningful long-term education goals for themselves. This process, which begins during each student's initial intake when they first create their Student Success Plan with the guidance of their parents & our school's staff, will be continually reinforced throughout all four years at our school through

efforts like this College Visitation program.

Because of the importance that we place on collaborating with our students' parents & guardians, we are also dedicated to meeting our objective of providing our students' families with expanded learning opportunities. We believe that strengthening our students' parents will strengthen our collaboration and will make us both better able to support our students. Accordingly, our school, with assistance from our support organizations, will provide our parents with myriad valuable learning opportunities, including ESL, GED, computer literacy (i.e. IC3 classes), and health, fitness, & nutrition classes. Parents will also have the opportunity to participate on the School Enhancement Committee (SEC) that helps update & improve our Annual School Plan each school year. The goal of this committee is to plan for data-driven, continuous school improvement. By offering our parents the ability to take on this expanded role of shaping our school for the better, we ensure that all parent feedback is heard & acted upon.

6) Provide schools with a method to change from rule-based to performance-based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results.

Our measureable student objectives will be aligned to the New York State Education Department's Charter Schools Performance Framework. This performance-based framework will be used on a continuing basis to self-assess the progress made towards school goals & objectives and to inform subsequent planning. Progress towards our school's performance objectives will motivate all of our data-driven decision-making from the level of Board of Trustees down to each staff member. Our School Enhancement Committee (SEC) will include representatives from all school constituencies (i.e. the Board of Trustees, staff, administration, parents, support organizations, and, when appropriate, students). The primary purpose of the committee is to engage in data analysis that monitors progress currently made toward school objectives and then plans for future progress.

We recognize that a well-developed Board of Trustees is key to a successful school and so it is our objective to equip our Board with the means to effectively implement a performance-based accountability system that ensures our school's success. Therefore improving Board Governance, Board self-assessment, & Board development will be ongoing. We will also ensure that all policies that our board enforces are performance-based policies that are subject to continual updating whenever student performance data indicates the need to do so. To materially further the objectives specified in Education Law 2850(2), our Board of Trustees will ensure our school is aligned to our mission, charter, & performance-based school policy & procedures. Trustees will analyze data to evaluate the School Leader against the Annual School Plan's performance measures, as collaboratively designed by diverse members of the School Enhancement Committee, and their School Leader's Performance & Compliance Checklist. Trustees will continually assess whether our school is operating in an educationally- and fiscally-sound manner, be responsive to the parents & community at large, and comply with all aspects of the New York State Charter School Act, our School Charter, the Dignity for All Act, and all Federal, State, & Local laws, rules, & regulations, including IDEA, the Aspira Consent Decree, & non-discriminatory policies. Our school will file all reports in a truthful and timely manor to ensure that independent observers can accurately assess our performance. The Board will make certain that the school performs satisfactorily, maintains good standing under NCLB Annual Yearly Progress, and successfully competes for Race To The Top grants and making mandated benchmarks. Our Board will also have their own performance measured against their ability to fundraise to support our school's core belief that we must provide our students with innovative &

expanded educational opportunities that increase student learning & achievement.

B. Key Design Elements

All key design elements of the Charter High School for Academics, Character & Technology arise from our belief in high expectations for all students, especially “at-risk” students who are overcoming the disabilities, poverty, language barriers, and limited educational options that so often lead to academic struggles. Our school will provide a rigorous curriculum with a comprehensive system of academic and social-emotional supports to ensure that we support all students in developing the skills needed to learn challenging course content. We will educate students on how best to actively engage with technology to expand their learning and share that understanding with others. Our school’s safe, nurturing environment will be one that establishes & fosters a Team Ego where all constituencies work collaboratively towards the goal of having all students achieve at a high level academically, as measured by performance on New York State standardized & Regents examinations and ultimate post-secondary school success.

Our key design features are also guided by a focus on the proven core principle’s advocated by Alan Blankstein in *Failure is not an Option: 6 Principles that Advance Student Achievement in Highly Effective Schools*:

1. Embracing a common mission, vision, values and goals that all work to achieve.
2. Ensuring achievement for all students by implementing academic programs that stress prevention and early interventions.
3. Collaborative teaming focused on teaching for learning.
4. Data-driven decision-making for continuous improvement.
5. Fostering active family and community engagement with the school.
6. Building sustainable leadership capacity through intensive professional development & support for teachers and effective professional development for the Board of Trustees focused on board governance responsibilities and data analysis of student performance.

Key to our school is our rigorous instructional program that unifies academics, literacy, and technology in all content area classes. Teachers from each content area will design units, individual lesson plans, assessments, and assignments that promote content understanding, encourage meaningful character development, and prepare students for post-secondary success in their future college and professional careers. Our small class sizes of 20 students with a teacher and an instructional aide, which offers an enviable 10:1 student-to-staff ratio, facilitates the type of quality small group and individualized instruction that will ensure this goal is met. Our focus on data-driven & differentiated instruction will create the type of performance-based classroom that increases student learning & achievement. Project Based Learning (PBL) will arm students with the skills needed to address complex questions, perform solid academic research, and present acquired learning in a clear, well-supported, engaging manner that demonstrates their newly gained expertise. Smart Board technology in every classroom and tablets for every student will be paired with the message that in addition to using this technology to access information, students will actively engage technology to create & publish their own content that demonstrates their learning & subsequently distribute this content to share their understanding with peers. For instance, students will use tablets to facilitate small group collaboration during lessons. Students can create audiovisual “screencast” recordings with their tablets to complement the written work completed during their Project-Based Learning projects. Students can then use their tablets to publish their work on school webpages. This allows them to share the results of their PBL in a dynamic, engaging way with their school community & families. It also furthers students’ ability

to engage with technology in a sophisticated manner that promotes increased learning.

Another key design feature of our school is our emphasis on cultivating a “Team Ego” that fosters meaningful collaboration among all parties (e.g. students & their families, teachers & staff, school administration, and our Board of Trustees) that increases student learning and achievement. This team ego is first fostered during student enrollment at our school, when students join their parents & our school intake team in collaborating on their individual Student Success Plan (SSP). During this process, students take ownership of their own education as they create their own short- and long-term education goals with the guidance of their guardians & school staff. Teachers will use SSPs and Individualized Education Programs (IEPs), where applicable, to continually monitor student progress and drive the differentiation of instruction. Students will also monitor & update their SSP goals during our school's Advisory Program. This period will begin each day and is a time for a small group of students to work closely with two teachers on character building and academic & study skills development. During advisory students will also discuss their goals with one another, bringing peers together as teammates who are looking together for ways to support each other in reaching their fullest academic potential. Advisory Period is also a period for career exploration, allowing students to develop a more complete picture of what they want their long-term education & career goals to be. Our team ego will be further supported by our Town Hall gatherings that bring together our students and staff to discuss school-wide goals and events and celebrate student achievement. Another key school-wide initiative that fosters respect and admiration for one another, both key features of our Team Ego, is our school's implementation of The Dignity for All Students Act. The cohesion from our school's mandatory, uniform dress code will further our Team Ego and our students' sense of belonging to the school community. We believe that the benefits of a school uniform greatly outweigh the disadvantages claimed by some; they create a positive and safe learning environment in which students can get the most out of their education. Our dress code is also inspired by our campaign to help students learn to “dress for success,” reinforcing our school's emphasis on career readiness. Accordingly, our uniform is inspired by casual professional attire and consists of a white polo with school logo, black pants (optionally a black skirt for female students), and black dress shoes. Our school will provide the first uniform set for all incoming students, with subsequent items purchased by parents at-cost from our school's uniform provider; our school will assist with hardship cases.

Another key design feature is our school's belief in providing extended class opportunities to facilitate effective remediation for incoming at-risk students, early intervention for struggling students, and enrichment services for all others. This begins with our mandatory Summer Preparatory Academy for all incoming 9th graders that introduces students to our team ego and culture of success and learning. This academy, which is held during the last two weeks of August, is also a time to focus on math and ELA remediation, given the expected needs of our target student population. Our school continues this theme of providing our students with extended learning opportunities by featuring an extended school year and extended school day. Our school also holds an Extended Day Academy throughout the school year for remediation and enrichment. Our Saturday Academy also offers remediation & enrichment throughout the school year. Students with the appropriate school & parental consent & Internet access can also virtually attend our Saturday Academy using their school-provided tablet. As Saturday Academies are recorded and available online, students can also review these remediation & enrichment classes as needed. Our school will also feature tutoring services available during & after-school. Finally, our school will also offer Vacation Academies so that our students can continue to improve their

learning during these breaks in our school year.

Another key design feature is our emphasis on early, individualized interventions for all struggling students. Our Academic Intervention Specialists/Grade Advisors will provide prompt interventions for any student struggling academically, socially, or emotionally. They will also coordinate interventions performed by each struggling students' teachers. They will be responsible for implementing our school's *Positive Behavioral Interventions and Supports* and *Life Space Crisis Interventions* programs.

Another key design feature of the Charter High School for Academics, Character & Technology is our emphasis on providing students with more rigorous honors courses and with course options in content areas not traditionally available to students. It is our belief that when students are able to take on these academic challenges, they will rise to those challenges, expand their learning, and be better prepared for post-secondary success in their college and professional careers. This is true even for incoming students with previous academic struggles; given access to our remediation offerings, school culture of learning, & comprehensive emotional-social supports, these students will eventually be prepared to take advantage of these challenging courses. Towards this end, our school is prepared to offer students the opportunity to take honors & Advanced Placement classes. Our school will also offer Internet and Computing Core Certification (IC3) classes in preparation for eventually taking Certiport's IC3 examination & obtaining their IC3 certification. This ability to learn key 21st Century technology skills will better prepare our students for success in their careers. Our school's non-traditional course offerings will be further augmented by our partnership with Micropower Career Institutes, which allows our students to take their post-secondary courses. These courses will greatly expand our students' knowledge beyond what most high schools can offer. It also provides students with a more in-depth understanding of career paths that they might wish to pursue, which will supplement the career exploration that students undertake in their Advisory Period.

Our school believes that engaging parents in our team ego will expand our ability to support our students academically, socially, and emotionally. As such, a key design feature of our school is the extensive parent outreach that we will perform. Understanding the link between parental support & involvement in school programs and student retention, our school staff will have a Student Recruitment and Retention Coordinator who also serves as our Parent Liaison. Our Parent Liaison will update parents on school programs & student performance, answer parent questions & concerns, and will solicit parent input on how to improve our school community. This Parent Liaison will engage with all of our parents through in-person efforts at all our school's open houses and public meetings. Our Parent Liaison will also accommodate parent schedules by engaging our students' families through social media, the parent portal on our school's website, and by phone, email, & mail. We will also encourage more substantive parent involvement by welcoming parents onto our School Enhancement Committee, where they can help update & improve our school's Annual School Plan each school year. By participating on this committee, parents will assist in creating the upcoming year's performance-based objectives and the performance-based evaluation criteria against which our School Leader will be assessed. To ensure we equip our parents with the knowledge & skills to make meaningful contributions to our school community and their children's academic success, we will provide important educational services to our students' families through our support partners.

All of these key design elements have been inspired by proven, research-based instructional strategies and have been developed in alignment with our school mission, education law 2850(2), and the New York State Education Department's Performance Framework.

C. Enrollment, Recruitment, and Retention

Planned enrollment targets, listed in the following chart, will guide our school admission process. Given these smaller grade sizes, our school administration & staff will best be able to serve our students’ needs. Our small school size will foster our school's Team Ego and increase student learning and achievement. “There exists in the small school a sense of pride and an attitude and sense of personal possession, belonging, and involvement on the part of students, parents, teachers, administrators, and community residents. A smaller school can offer benefits in several areas: personal relationships involving students, parents, & staff; and more effective delivery of curriculum & instruction.”¹⁴ Our grade size of 100 and our class size of 20 students lead by a teacher and teacher assistant, which provides a 10:1 student-to-staff ratio, each furthers our goal of establishing close-knit relationships that support collaboration & promote student excellence.

Planned Grades	Student Age Range, on Sept. 1	2015-‘16	2016-‘17	2017-‘18	2018-‘19	2019-‘20
9 th Grade	13-15	100	100	100	100	100
10 th Grade	14-16	-	100	100	100	100
11 th Grade	15-17	-	-	97	97	97
12 th Grade	16-18	-	-	-	94	94
Totals		100	200	297	391	391

It is our school's priority to recruit, enroll, & retain an equal or larger proportion, as compared to city averages, of Special Education (SpEd), English Language Learner (ELL), Title I, & overage, under-credited students. To aid recruitment, we will continue to canvas students & families residing in school districts 1 in the Lower East Side of Manhattan, 4, 5, & 6 in upper Manhattan, 7, 8, 9, 11, & 12 in the South Bronx, and 14 in Greenpoint & Williamsburg, Brooklyn. Many of these community school districts contain close to 90% Title I eligible students and substantial numbers of our other priority populations. Our school is planning to have ninety percent of all incoming 9th grade classes be students from these target districts; a lottery will be used to select students for these seats. The remaining 10% of seats will be reserved for students residing in other New York City school districts and will be filled through a second, independent lottery. While we will make all attempts to have our admissions policy guarantee this 90:10 ratio, our sibling enrollment preferences might lead us to diverge slightly from this residence ratio; all siblings of current students will be guaranteed admission and all siblings applying for admission at the same time will be granted admission concurrently upon one sibling being accepted through our lottery process.

We have developed a plan of action for the public lottery for admission to the Charter High School for Academics, Character & Technology that has utilized the New York City Charter School Center’s Lottery Admissions Enrollment Plan¹⁵ as a checklist to ensure our plan can be effectively implemented. Our plan begins with the effective advertisement in English & Spanish of our school's mission and application information & timeline. The application, the deadline for applying, and the date, time, & location of the lottery will be posted on our school’s website, our school’s Facebook page, and in local publications. We will also advertise at Community Board and Community Education Council meetings. We will also conduct direct mailings to parent associations at all local middle schools and grade k-8 charter schools.

¹⁴ http://www.education.com/reference/article/Ref_Advantages_Small/

¹⁵ <http://www.nyccharterschools.org/resources/lottery-admissions-enrollment-plan>

Applicants will be sent a letter and phone call confirming receipt of their application, thanking them for applying, and reminding them of the date, time, and location of the lottery. Our lottery will be scheduled on a weekday evening to encourage attendance by prospective students and their families. We will ensure that an independent party audits each. All students who gain admission into our school will be promptly welcomed into our school community; will undergo an intake interview during which they will collaboratively set their short- and long-term educational goals with their parents/guardians and our school staff; and will be offered assistance, as needed, in completing our school's enrollment forms, which will be inspired by Charter School Center's Student Enrollment Templates¹⁶ to ensure an effective enrollment process. Please see our attached lottery plan for more specifics.

Our school has taken a number of measures to ensure full accessibility of our school for all students. To promote accessibility for our eligible ELLs, we have conducted & will continue to conduct all community meetings & recruitment activities (e.g. ads in local publications, flyers, social media webpages, our school website) in both English & Spanish, the primary language for the majority of ELLs & their families. Our school will also have all application & enrollment forms available in English & Spanish. Furthermore, for all of our students' and their families, we will provide assistance, if needed, in completing application and enrollment & related forms.

We have conducted & will continue to conduct several efforts to gauge community support for our school and recruit interested students & their families such that we are certain to exceed our enrollment targets; these continuing efforts are described here. Each effort affords us the ability to discuss our school mission & programs with local residents of our target community school districts and hear feedback that can be used to tailor our education & social-emotional initiatives to reported student needs. We continue to attend community events throughout our target community school districts to meet with local families. We continue to visit schools providing SpEd services in these target districts to meet with Parent Associations/Parent Teacher Associations (PTA), principals, guidance counselors, SpEd committees, & parent and student advocates. By advertising in local media, on social networking sites (e.g. Facebook), & on our future school website, we hope to connect interested & targeted students with our school. We also use these media outlets to promote in-person public meetings & open houses that introduce local community students & families to our school founders & mission. We will continue to distribute flyers & brochures featuring our special programs and college and career ready mission. We will conduct Family Nights highlighting our school programs at community-based organizations (CBOs), faith-based groups, & PTAs.

Our school has also sought support from CBOs, community & business leaders, health service providers, advocates, and non-profit organizations that serve students & families in our targeted community school district. These groups have helped broadcast our school mission, distribute our school flyers, and connect local residents with our school's founding members to further discuss how best to meet the needs of students that our school hopes to serve. Our school has especially focused on working with organizations that serve SpEd students, low-income families, the homeless, and recent immigrants, particularly those whose primary language is Spanish. The Hispanic Pastors' Association has written us a letter of support & will disseminate our brochures and discuss our school's mission with their congregants. Our school particularly welcomes the support that the Hispanic Pastors' Association can offer us as we aim to recruit ELL students & their families to join our school community. We continue to work with public &

¹⁶ <http://www.nyccharterschools.org/resources/student-enrollment-templates>

low-income housing tenant associations & Tenants Association of the NYC Housing Authority to place brochures in their lobbies. We will continue working with N.Y.C Human Resource Administration, whose responsibility for serving our city's homeless population, to best inform shelter residents about our school's mission & enrollment process. We will provide local shelter's social workers with our brochures for distribution to the families at intake. We believe these efforts will help us welcome & recruit Title I students & their families to our school community.

The Charter High School for Academics, Character and Technology has conducted extensive community outreach with local elected officials to garner support for our school mission. We have letters of support from Senator Díaz, Bronx Borough President Díaz, Assemblyman Crespo, Councilwoman Arroyo and Assemblyman Joseph Lentol. Founding members will continue to attend Community Education Councils (CEC) in community school districts 1, 4-9, 12, & 14. We continue to attend meetings of Community Planning Boards (CPB) 2 & 3. We have requested an appearance before other CPB and CECs. At all CEC & CPB meetings, we continue to distribute flyers, survey committee members & attendees, note their concerns, modify our school programs accordingly, and ultimately gain their support for our school. To date, we have secured over 300 signatures of support from these individuals.

Our recruitment efforts have also included two Public Meetings/Open Houses highlighting our school and its mission. The first meeting was held at Rafael Hernandez Campus on March 19th at 6:45PM – 8:00PM in the South Bronx where community school districts 8, 9, and 12 converge and where district 7 is only 1/2 mile away. Parents and community members who attended this public meeting had the opportunity to hear a presentation about the school's mission and key design features. Refreshments & a question and answer session followed. All questions were responded to immediately or followed-up with shortly afterwards. Our founding team also asked all present to share any comments or insights into community needs that could guide us in better meeting future students' needs. All guests were invited to complete a survey featuring open-ended questions about community needs & the perceived efficacy of/need for the key design features discussed in the presentation. Surveys noted that respondents could remain anonymous or identify themselves. The survey also asked for respondent's contact information if they desired a response to their comments or had any remaining questions. These surveys were conducted via paper comment cards & computers accessing our school's website.

Our second Public Meeting was held on March 21st at our proposed school site at 137 W 25th Street in Manhattan, thereby meeting the New York State Education Department's Charter School Office requirement to conduct a public meeting in the school's proposed community school district. This public meeting followed the same format as the first. These public hearings were advertised with a half page ad in both the Bronx Times and the Greenpoint Gazette, with half of each ad being an English announcement while the other half was the same announcement translated in Spanish. At both meetings, flyers in Spanish and English were distributed. There was also a Spanish translator in both meetings.

At all events & meetings, it was clear that our community & parent partners agree that a school focused on college & career readiness with an emphasis on serving ELL, SpEd, Title I students, & overage, under-credited students is needed. They expressed a need for schools where their children are safe physically & emotionally and have supports to help them succeed academically and develop socially. They demand a school where they are welcomed as partners in their child's education. They are frustrated that they only have failing high schools as options for their children where they feel they are not welcome to visit or participate. We are committed to addressing all of these concerns & all parents surveyed are confident that our school can

deliver on that commitment. We continue to create awareness by engaging students, parents, & the community via Facebook, our website, our email address, surveys, & community events.

Our founding group realizes that charter schools have had difficulty retaining their students. Our retention plans rely on providing a comprehensive system of academic, social-emotional, and character-building supports that will minimize, if not eliminate, our losing students prior to graduation. Our Student Recruitment and Retention specialist, who also serves as Parent Liaison, will keep our school staff notified of evolving student needs so that we can increasingly improve our ability to meet those needs, ensure student success, and keep student retention at nearly, if not at, 100%. Hiring staff with appropriate licenses and with experience providing services far beyond what is minimally required in a typical IEP or expected in existing schools in our target districts is the first step in fostering special bonds between our students & outstanding teachers, which will doubtlessly improve retention. Leadership and teacher retention are also integral to student success & retention. For any minimal student attrition that we do experience, we will be prepared to backfill empty seats in our 10th grade class in a manner that upholds our original student residence ratios (i.e. 90% students from our target districts & 10% citywide). Backfilling will be performed at the start of the school year through October 1st on a first-come, first-served basis to ensure that newly admitted students have the time needed to acclimate to our school culture of success, access any needed remediation services, and begin to thrive. We will reach out to our support organizations for backfill recruitment recommendations.

Our comprehensive support system is key to retaining every student, and that support system begins once students are enrolled at our school and develop their unique Student Success Plan (SSP) with parent & school staff collaboration at our initial intake interviews. Every SSP features collaboratively established goals that will be used to monitor student progress. Appropriate interventions, established as needed, will be noted on the SSP. Parent Nights that feature quarterly report card distribution & discussion will include discussion of student progress made toward SSP goals. Between report card distributions, progress reports will be issued. Further parental conferences will be scheduled as needed to help redress student struggles early on, when intervention is the most effective.

Other key features of our support system include our Advisory Program. Guidance counselors will be available to provide counseling & support services as needed. Our focus on character development & making students feel at home will encourage them to become engaged members of our school community. This will be guided by Blankstein's *Four Cs*-connection, developing competence, self-control, & contribution- values that he believes schools must impart on their students by planning meaningful community activities, as elaborated in *Failure is Not an Option*. Regular Town Hall Assemblies will celebrate student effort footnote Principles of Learning Celebrating Students. Multiple instructional interventions for students, including Extended Day, Saturday Academy, Summer Academy, & Holiday Academy programs, will aid retention by offering the remediation & enrichment that students need. Periodic assessments & data trackers promptly provide teachers with data to drive instruction & begin remediation or enrichment immediately. We will work collaboratively to support all students so that they know that the school community cares for them and they have their self-confidence advanced. This comprehensive system of supports will ensure that we meet all of the goals laid out in every student's SSP and IEP, especially those of our at-risk students. It will ensure that our students & families remain engaged with our school community, thereby minimizing any retention issues.

D. Community to be Served

In our school's target recruitment communities (i.e. community school districts 1, 4-6,

11, 12, & 14), most of the existing schools are failing as evidenced by their standardized test scores, graduation rates, and failure to meet their AYP targets. The only exception to this fact is that Community District 1 met their AYP in elementary/middle school science. Our school will be a viable option for students who, with the help of our comprehensive set of interventions, can & will meet their goal of becoming college and career ready. We will tailor individualized instructional programs, including remediation intervention services to help students meet the goals in their Student Success Plans and IEPs. Our building is a barrier free building thus ensuring that students with physical disabilities will have full access to the school and all parts of its facility. We will offer instruction in the Least Restrictive Environment thus affording our SpEd students the opportunity to learn from Gen Ed Teachers who will be effectively professionally developed with SpEd protocols, policies, procedures, rules and all federal and state mandates and regulations. The Gen ed teachers will have full access to meeting conducted by the students local CSE meetings. They will partake in all CSE training initiatives at the students CSE. They will have full access to the students IEP and will participate in writing the students IEPs Goals and objectives, Functional Behavioral Analysis and the crafting of the Behavioral Improvement Plan. Our plan affords the ELL students the same opportunity to learn in the general education classes. The school will provide the general education teachers the appropriate professional development as to how best serve this population and have ample time to plan collaboratively as a team to best serve the needs of these student populations. Additionally there will be specialist to guide general education teachers, SpEd and ELL teachers in the effective data analysis, common planning and delivery of instruction to best serve the individual needs of these student populations. All of our student populations will be at 90% Title I status level. To help effectively deal with students living in poverty much attention has been give to crafting the Advisory Guide classes which will deal with issues of and effects on students lining in poverty. We will have our Summer Preparatory Academy to build a team ego, orientation of school policy and procedures and begin to build a Team Ego. It is during this program that we inform the students of the planned college road tour to Philadelphia that will help us guide our students into thinking four years into the future. We will present the students with the state requirements for graduating in four years with a Regents Diploma. We will proceed by discussing a four-year graduation plan made possible by working together as a team. This community has been selected because of the high rate of failure in these school districts. Our proposed School Leader has vast, first-hand experience in successfully serving students and parents within these districts having worked exclusively in community school districts with students that have on or above an average over 15% students that are ELL, SpEd, 90% Title 1 and a substantial number of over age and under credited students. We have met with and surveyed parent associations, community education councils and community boards serving our targeted school districts and incorporated their concerns and suggestions into our plan

Our reduced school & class sizes, our comprehensive interventions, the ability to take college classes, and innovative educational opportunities like the option to obtain IC3 certification will be integral in providing an enhanced academic experience for all of our students. The local district schools have large class sizes and a teacher ratio that prevents effective direct instruction. The local district schools have limited professional opportunities (only 2 days). There is a culture of failure that is pervasive within these schools. There is limited teacher support or involvement in school policy in these schools. The local district schools lack a culture of success, a Team Ego and the ability to create a unique school design.

The applicant group has spoken to community organizations, community planning

boards, and parents within our target communities and found ample support for our school and its mission. We have also surveyed families within these communities and earned their overwhelming trust that we can meet their & their children's reported needs. The parents and community at large have supported our school's plan to serve their children with small class size and unique educational plan to remediate and enrich their children and feel welcomed at their school and play an active part in the school's organization.

E. Public Outreach

We have established a Facebook page to broadcast our school's mission to families in our target communities and to receive input from prospective students & their families. We have spoken with families in these target communities to introduce our proposed programs and solicit feedback on how well they meet current community needs. We have established an e-mail account for our school so that families can provide feedback for our school and its mission. We have addressed comments & input received from community stakeholders at meetings with parents, Community Planning Boards, and Community Education Councils. Our school flyers, which have been distributed throughout these communities, include information about our Facebook, website, and e-mail to solicit further feedback about our school's future programs; all flyers list our prospective school address, in a private building located at 137W. 25th Street, NY, NY 1001. We have put an online survey on our website, which is in both English & Spanish. At our public hearings, we set up wifi hotspots & provide laptops to allow parents without smartphones to access our web survey on the spot. We also provide paper surveys for those who prefer this option. All comments, suggestions, & ideas are promptly addressed. Our school lottery will be as widely advertised.

F. Programmatic and Fiscal Impact

The Charter High School for Academics, Character & Technology will be a model high school that will motivate students to achieve academically at a high level and will prepare students for post-secondary school and career success. It will provide parents with a viable option for their children distinct from failing, unsafe, local district schools. Our school is committed to networking with our target districts' struggling schools to offer and share best instructional practices in order to improve teacher performance & student achievement. Thus we expect to have a beneficial programmatic impact on neighboring public & non-public schools.

Our school's fiscal impact¹⁷ on our target districts' schools and on all other New York City schools will be minimal. Given our small school size of 400 students at full capacity and our target of enrolling 90% of our school's students from 10 New York City community school districts, we will have the effect of removing an average of 36 students from each of these districts' public and nonpublic school systems. The associated fiscal impact on these 10 geographical districts is to remove 0.0993% of the total Fair Student Funding (FSF) devoted to these districts (assuming that the FSF of approximately \$5 billion¹⁸ is split evenly by New York City's 32 geographical school districts), which will have minimal impact for existing Department of Education public schools. As a projected 40 students will be drawn from New York City's remaining 22 districts, this will have the effect of removing just under an average of two students from each of these districts, thereby having even less of an effect on these districts' current Department of Education, parochial, private, and charter schools. The associated fiscal impact on

¹⁷ http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam08.pdf

¹⁸ <http://schools.nyc.gov/Aboutus/Funding/overview/default.htm>

Charter High School for Academics, Character & Technology

these 22 districts, using the assumptions from above, is to remove 0.0121% of allotted DOE FSF. Altogether, our school uses a net 0.11% of citywide Fair Student Funding, which is minimal.

Our net fiscal impact on the DOE's operating budget of \$19.8 billion¹⁸, at full capacity, is -0.0279%, which is minimal (See below). In the unlikely event that all 400 students enrolled at our school at full capacity would have all otherwise enrolled at parochial schools in NYC, even then our school budget would divert only 7.774% of the \$71million¹⁸ spent by the DOE to fund these schools. If all 400 of our students were to have enrolled in other charter schools, then our school would be diverting only 0.53% of the \$1.04 billion¹⁸ that the DOE spends annually to fund all charter schools. Our school has also secured private space, which keeps us from straining the limited facilities of our district's public schools.

School Year	Student Pop.	Per Pupil Rate	Total Funds from DOE	% FSF	% DOE Operating Budget
2015-'16	100	\$13,798	\$1,379,800	0.0276%	0.00697%
2016-'17	200	\$13,798	\$2,759,600	0.0552%	0.0139%
2017-'18	300	\$13,798	\$4,139,400	0.0828%	0.0209%
2018-'19	400	\$13,798	\$5,519,200	0.110%	0.0279%
2019-'20	400	\$13,798	\$5,519,200	0.110%	0.0279%

II. EDUCATIONAL PLAN

A. Achievement Goals

Our school's achievement goals and objectives will be an integral part of our data-driven Annual School Plan. Our Annual School Plan will also feature the strategies to achieve these objectives, the resources needed to meet our objectives, the school member(s) accountable for meeting each objective, the summative assessments that will be used to measure how well our school achieved our goals, and a specific timeframe outlaying periodic interim assessments that will provide formative feedback on our progress towards meeting these achievement goals. The formative & summative assessments detailed in our Annual School Plan will be used to drive instruction and decision-making. All achievement goals have been & will always be developed in alignment with the New York State Charter School Performance Framework Benchmark 1: Student Performance. All aspects of our Annual School Plan will be open to community input via participation on our School Enhancement Committee, which, each school year, is responsible for evolving the educational strategies in our Annual School Plan that are used to meet our achievement goals. For more information, see our attached Annual School Plan Format. Our achievement goals are the same for all students, including at-risk, English Language Learners, special education students and over aged and under credited students

Goal 1: Students will graduate & earn their Regents Diploma. Our progress towards meeting this achievement goal will be measured against the following measures that are absolute & comparative, respectively.

Objective 1a: The percentage of our students who will graduate with a New York State Regents Diploma (with advanced students attaining an Honors Designation on the Regents Diploma or Regents with Advanced Designation Diploma)

- within a four-year period will be 80%.
- within a five-year period will be 90%.

Objective 1b: The percentage of English Language Learners who graduate with a New York State Regents Diploma or higher

- within a four-year period will be 80%.
- within a five-year period will be 90%.

Objective 1c: The percentage of Students with Disabilities who graduate with a New York State Regents Diploma or higher

- within a four-year period will be 80%.
- within a five-year period will be 90%.

Objective 1d: Each year the percent of students graduating from the Charter High School for Academics, Character & Technology will surpass the four-year graduation rate of the New York City school district.

Goal 2: We will prepare all students for post-secondary school success.

Objective 2a: 100% of our graduating students will be eligible and 95% will continue on to a post-secondary school experience.

Objective 2b: For each year that we do not meet objective 3a, the difference between the actual percentage of students & our target percentage shall be reduced by, at minimum, half the percentage points separating them.

Objective 2c: Each year we will exceed the New York City school district percentage of students going on to a post secondary school experience.

Goal 3: Each school year, our students will demonstrate a mastery of Common Core Learning Standards, as defined by the following absolute measures.

Objective 3a: 90% of each grade cohort of students will pass all of their core academic subject areas with a minimum grade of 65% by August & will be promoted to the next grade.

Objective 3b: 90% of the students who failed to meet objective 3a will successfully complete a credit recovery program by February of the next year & will be promoted to the next grade.

Objective 3c: If objective 3a is not met, the difference between the actual percentage of students & our target percentage shall be reduced by, at minimum, half the percentage points separating them each year until each of our four grade cohorts achieves objective 3a (e.g. if only 75% of 9th grade students achieve objective 3a, then it is our goal to have 82.5% of the following 9th grade class achieve the objective).

Goal 4: Each school year, our students will demonstrate a mastery of Common Core Learning Standards and make significant progress toward obtaining their Regents Diploma by performing well on their New York State Regents examinations, as measured by the following.

Objective 4a: For each Regents examination, 80% of our students who sat for that examination will receive a score of 65% or better.

Objective 4b: Each year the percentage of our students passing each Regents examination will exceed that of the students in the New York City school district.

Goal 5: Our school will ensure high levels of student attendance, addressing issues promptly with students & their families.

Objective 5a: The school will exceed 90% school-wide attendance each year.

Goal 6: Our school will have high levels of student retention to foster the long-term, high-quality collaboration needed to increase student learning & achievement.

Objective 6a: We will have a minimum of 95% of each grade return each year.

Goal 7: Our school will address the social-emotional needs of each student. We will engage students in character building during all school activities, particularly emphasizing this during Advisory Period. These efforts will lead to a team ego, mutual respect & admiration, and positive social interactions.

Objective 7a: Our school will have a maximum suspension rate of 3%.

Objective 7b: We will have lower incident rates and suspension rates than the average of all New York City Department of Education's high schools.

Goal 8: Our school will be a place where all stakeholders collaborate to create an outstanding place of learning for our students.

Objective 8a: Our school will make adequate yearly progress (AYP) and be in good standing each year.

B. School Schedule and Calendar

Our school year calendar will provide more core instructional time during the school year as compared to the average of 180 days of other public schools. This additional instructional time is one of the key intervention strategies used to increase student learning & achievement. It will ensure that all students meet their short- & long- term goals as stated in their Student Success Plans (SSPs). The school year calendar will have 190 days of student instruction supplemented by a 10-day Summer Preparatory Academy for incoming 9th graders during the last two weeks of August. This academy provides students with their first opportunity for intervention services, as this academy focuses heavily on math & ELA remediation. It is also a time to provide our

students with supplemental college & career exploration.

Our school year calendar also provides our students with opportunities for supplemental instruction & intervention throughout their four years at our school. To run concurrently with our Summer Preparatory Academy, there will be a summer academy that provides returning students with remediation & enrichment opportunities. Our school year calendar also provides extended instructional time that focuses on providing remediation & enrichment opportunities through our Saturday Academy. Saturday Academy sessions can be attended virtually given proper school & parental approval. They will also be recorded & available online for repeated, periodic viewing by our students who need more reinforcement when learning challenging course content. These recordings are also valuable for students who wish to some of our Saturday Academy enrichment classes, but might need to spend the in-person sessions seeking remediation for their most challenging courses. The recorded enrichment sessions might also be eventually viewed by students who initially struggled on a topic, used our remediation sessions to increase their learning, & are now ready for the challenge of our enrichment offerings. These Saturday Academy sessions and & their online archive will allow our school to cater to students of a wide range of needs. Our school year calendar also features monthly “town hall” meetings that are grade-wide gatherings held in our cafeteria to celebrate student achievement and broadcast upcoming & review past school events, including periodic enrichment & remediation events.

Our school year calendar also provides our teachers with ample professional development (PD) including many days devoted solely to PD. Prior to holding our summer academies for students, there will be a 10-day Professional Development Academy for teachers during the beginning of August. This will be critical for a successful implementation of our Annual School Plan and will ensure our students’ academic progress for the year. We recognize that as we phase our school into full development, many of our teachers may be inexperienced and will necessarily have to become familiar with new school policies, procedures, and instructional initiatives. Accordingly it is key to provide consistent, research-based PD to these inexperienced teachers. A more experienced teacher will mentor each inexperienced teacher on student data analysis and common issues facing new teachers that they have since mastered. For the benefit of all teachers, there will be three designated Staff PD days (one each in November, February, & June). We will assess PD needs prior to each by reviewing our Data Dashboard to determine student progress, plan for the necessary instructional strategy changes, & judge how best to introduce new initiatives to our teachers based on current performance.

Our daily school schedule’s extended day format allows for further increases in instructional time relative to other local public schools. The School Day begins as students scan student ID cards for admission & attendance purposes; subsequent attendance will be recorded in each class. After an optional breakfast in our cafeteria, students attend their Advisory Period. During Advisory students retrieve their individual tablets and engage in supplementary character building, academic skills development, career exploration, and education goal setting & review with a small group of student-teacher collaborators (no more than 10 students per teacher/advisor). On Monday through Thursday, our school day features 7 50-min. instructional periods & a 45-min. lunch period scheduled during traditional school hours (i.e. 8:25_{A.M.}–3:56_{P.M.}) & a mandatory 61-min. 9th period scheduled during extended day hours (i.e. 3:59_{P.M.}–5_{P.M.}). On Fridays, there is no extended day 9th period, and the number of 50-min. instructional periods is reduced to 5. This daily schedule sums to the following weekly totals: 33 50-min. instructional periods, 4 61-min. instructional periods, & 5 30-min. Advisory Periods. As stated previously, this totals to more instructional time than the average local public schools. The

Charter High School for Academics, Character & Technology

Friday early dismissal affords our staff to perform 2 hours of school-wide professional development, common planning, common grading (i.e. Tuning protocol), data-driven analysis of student performance & progress, and data-driven instructional differentiation. This is key to meeting our school’s performance-based assessment of our achievement of our educational goals. A sample daily schedule follows:

Time	Class	Duration
7:50 _{A.M.} – 8:20 _{A.M.}	Breakfast	30 min.
8:25 _{A.M.} – 8:55 _{A.M.}	Advisory Period	30 min.
8:58 _{A.M.} – 9:48 _{A.M.}	Period 1	50 min.
9:51 _{A.M.} – 10:41 _{A.M.}	Period 2	50 min.
10:44 _{A.M.} – 11:34 _{A.M.}	Period 3	50 min.
11:37 _{A.M.} – 12:27 _{P.M.}	Period 4	50 min.
12:30 _{P.M.} – 1:15 _{P.M.}	Period 5	45 min.
1:20 _{P.M.} – 2:10 _{P.M.}	Lunch/Period 6*	50 min.
2:13 _{P.M.} – 3:03 _{P.M.}	Period 7	50 min.
3:06 _{P.M.} – 3:56 _{P.M.}	Period 8	50 min.
3:59 _{P.M.} – 5:00 _{P.M.}	Extended Day**	61 min.

* On Friday, students will return to their Advisory Period classroom to obtain their belongings before 2:20_{PM} dismissal. Staff then meets for PD from 2:30_{PM}–4:30_{PM} featuring data analysis & common planning.

** Monday–Thursday only. Students will go to their Advisory Period classroom for mandatory extended day services & will be dismissed at 5_{PM}.

Our students' 37 instructional periods weekly, which are each a minimum 50min. (4 of these periods are 61min. long), allow for each of our classes (excepting physical education & some supplementary classes, such as our College & Career Readiness class) to exceed the time requirement set by the NYSED for acquiring a unit of study (i.e. 180 minutes a week for 1 year). A sample student breakdown of subjects and periods follows:

Periods	9th Grade		10th Grade		11th Grade		12th Grade	
6	Algebra I (1cr.)		Geometry (1cr.)		Algebra II/Trig.(1cr.); OR Math Elective(1cr.)		Probability (.5cr) or Math Elective	Statistics (.5cr) or Math Elective
2	ELA 1(1cr.)		Art or Music (1cr.)		IC3 (1cr.); OR Elective		IC3 (1cr.); OR Elective	
3			ELA 2(1cr.)		ELA 3(1cr.)		ELA 4 (1cr.)	
5			Living Env. (1cr.)		Earth Science (1cr.)		Chemistry (1cr.); OR science elective (1cr.)	
5	Global Hist. 1(1cr.)		Global Hist. 2 (1cr.)		U.S. History (1cr.)		Economics (.5cr)	Participation in Gov. (.5cr)
4	Spanish 1 (1cr.)		Spanish 2 (1cr.); OR Elective		Spanish 3 (1 cr.); OR Elective		Health (.5cr)	Elective (.5cr)
4	PBL		PBL		PBL		PBL	
2	Phys. Ed.(.5cr.)		Phys .Ed. (.5cr.)		Phys .Ed. (.5cr)		Phys.Ed(0.5cr)	
1	Career	Phys. Ed.	Service/ Internship Reflection	Phys .Ed.	Service/ Internship Reflection	Phys .Ed.	Service/ Internship Reflection	Phys.Ed.

Our teachers' daily schedules include a 50min. lunch, 50min. preparation period, and a 45min. period of collaborative planning & grading/PD to run concurrently with our student lunch period. This allows for a weekly schedule where our teachers each teach 29 instructional periods (4 of which are 61min. each; the remainder are 50min each). As mentioned, teachers' weekly schedules also include a 2hr. collaborative planning/PD session each Friday from 2:30-4:30.

Student and teachers will be organized/grouped for instruction in a manner that facilitates collaborative teacher planning & high levels of individualized teacher-student remediation & enrichment interventions. Our teachers will be part of a grade team to facilitate data analysis, collaborative planning for lessons & individual student interventions, and collaborative reinforcement of both literacy & technology themes throughout all content areas. Our four Student Intervention Specialist/Grade Advisors will facilitate grade team interactions, but will largely serve to proactively address student social-emotional & instructional needs in a positive fashion. Their roles are therefore similar to other schools' deans, but they play an expanded, supportive role as they care for all students in one of our grades. They will also push-into & pull-out from classes to provide additional, constructive intervention services as needed.

All of our school's classes will be small (i.e. 20 student cap) and many key content areas will feature two educators to foster even more individualized attention. Advisory Period will be lead by two staff members. Our 9th & 10th grade ELA and math classes will each be lead by a state-certified teacher working with a teacher's assistant. This is especially integral to student success as it aids remediation in the two subject areas where students are most likely to need assistance. Our Collaborative Team Teaching (CTT) classes will have 2 teachers and a teacher's assistant. SETTS and ESL services will be provided through both pull-out and push-in formats. Students will be grouped heterogeneously in each content area class, allowing for peer tutoring during small group instruction.

It is important to note that our school schedule & calendar also enable flexible scheduling of student conferences on an as needed basis. During school days and on Saturdays, parents and/or students will have the opportunity to schedule an online meeting or conference with a staff member. We are cognizant of the fact that parents may be working and their schedules do not afford them the ability to come to the school for a desired meeting. Therefore being able to conference “virtually” is one way to facilitate and enhance parent involvement.

C. Curriculum and Instruction

Charter High School for Academics, Character & Technology's curriculum & instruction is consistent with our school mission, believing in high expectations for all students, especially those overcoming disabilities, poverty, language barriers, & past academic struggles. We will provide a curriculum focused on the Common Core Learning Standards¹⁹ for ELA & math. For other content areas, we will focus on both the Common Core Learning Standards for ELA and the New York State Learning Standards²⁰. All curriculum will be aligned to the New York State Testing Program²¹. To ensure that this performance-based focus is applied to every instructional period, our lesson plan format includes provisions for identifying the specific learning standard & the College & Career Readiness anchor standard that that lesson aims to teach students. This will enable all students to achieve academically at a high level, as measured by the Common

¹⁹ <http://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards>

²⁰ <http://www.p12.nysed.gov/ciai/standards.html>

²¹ <http://www.p12.nysed.gov/assessment/testingprogram.html>

Core and Regents exams, and will prepare them for post-secondary school success or career readiness. We will adopt the NYSED curricular modules and units in ELA²² and math²³ that will ensure that student understanding of standards is attained in a manner that is timely & allows for scaffolded learning. Our curriculum will be rigorous, with students annually completing 1 credit in each of the four core subject areas, but manageable for all students with the help of our comprehensive system of supports, the added instructional time of our extended day program, the additional periods for our most challenging subjects (i.e. ELA & math), our small classes of 20 students led by a teacher & teacher's assistant (with 2 math & ELA teachers in grades 9 & 10), Academic Intervention Specialists/Grade Advisors who offer tailored support at the onset of struggle, & our Saturday Academy's individualized remediation & enrichment interventions.

Our comprehensive curriculum unifies our key career, academic, & technology design features and emphasizes integrating technology & literacy into all content area lessons. In all content areas, students will be encouraged to analyze both primary & secondary texts to increase learning; tablets will be helpful in resource acquisition. In all content areas, students will also be prompted to extend their literacy by generating their own written work geared to a variety of tasks & audiences; tablets will aid students in sharing this work with one another, their teacher, & their families to showcase accomplishment while simultaneously inviting feedback to improve their practice. Accordingly, our lesson plans also require teachers to identify the Common Core literacy & technology-based standards that are being supported during each period. Each of our teachers will become a teacher of literacy & technology.

Technology use across the content areas will also feature the Amplify Tablet system, which offers a robust set of educational tools, including an assessment tool that give teachers instant feedback on each student's level of understanding during a given lesson. Therefore in addition to providing students with meaningful exposure to using technology as a means to advance learning, the Amplify Tablet will also allow for effective reteaching & on-the-spot differentiation to maximize student learning & achievement.

All of our school's differentiation efforts are underpinned by a belief in Universal Design for Learning (UDL)²⁴, which makes our lessons appropriate for all students, including English language learners (ELL), students with disabilities (SWD), accelerated learners, and students achieving & performing below grade level. Teachers will focus on delivering course content in a variety of ways (e.g. visual tools, auditory description, written work by a variety of authors in each author's unique voice, etc.) to aid in student recognition of what is being taught. Teachers will differentiate how students display their learning (e.g. written composition, PowerPoint presentation, recorded screencast, moderated debate, guided discussion, etc.) to aid students in developing diverse strategies for solving academic problems. Furthermore, teachers will motivate lessons in various ways to engage diverse student interests (e.g. creating choice in assignments/assessments to allow students to pick the specific option most interesting to them, creating authentic assignments whose direct application to future careers will motivate student engagement, etc.). Just as our school appreciates that struggling learners benefit most from instruction tailored to their needs, we similarly recognize that all students- even those who are

²² <http://www.parcconline.org/mcf/ela/parcc-model-content-frameworks-browser>
<http://www.engageny.org/english-language-arts>

²³ <http://www.parcconline.org/mcf/mathematics/parcc-model-content-frameworks-browser>
<http://www.engageny.org/mathematics>

²⁴ <http://www.udlcenter.org/aboutudl/whatisudl>

on-track to achieve their Student Success Plan goals- benefit from instruction that challenges them to grow while still allowing some individualization based on current interests & learning styles. Accordingly, our lesson plans prompt teachers to identify the specific differentiation strategies that used in each lesson.

To further our teachers' ability to differentiate instruction in a manner that maximizes student learning & achievement, our school's professional development will focus on Charlotte Danielson's Teaching Framework; Victoria Bernhardt's Data Analysis for Continuous School Improvement; Jon Saphier's The Skillful Teacher; Carol Tomlinson's books on differentiated instruction, including *Differentiation in Practice: A Resource Guide for Differentiated Curriculum*; Grant Wiggins & Jay McTighe's *Understanding by Design*; and the Advisory Guide published by Educators for Social Responsibility.

Our curriculum and instruction design will include provisions for being data-driven, to monitor & increase student progress. School-developed periodic assessments aligned with the Common Core & Regents examinations will complement commercial assessments (i.e. Amplify Tablet assessments & Scantron's diagnostic & predictive assessments). Our data analysis team will review the results and share the data & their recommendations with all teachers to drive instruction. DataCation²⁵ allows teachers, administrators, parents, & students to monitor student progress, evaluate interventions, and track students' promotion, graduation, & college readiness on their own. It also allows administration to analyze teacher performance & individualize their professional development. Collaborative scoring among teachers (i.e. Tuning Protocol) ensures rating reliability. Subject-based & grade-level teams review curriculum, lessons, & student performance, fostering teacher collaboration. Our emphasis on teamwork ensures we plan & implement a coherent, seamless, scaffolded curriculum across all grades.

Our curriculum, expanded by our support partners (e.g. Micropower's computer networking, computerized business accounting, etc. and Bronx Community College's courses), invites students to set their own ambitious, yet attainable, concrete short- & long-term education goals in their Student Success Plans (SSPs). SSP goals will include courses that students hope to take & succeed in, including Honors, Enrichment, & even Advanced Placement courses; examinations that students want to successfully complete, including Regents exams, the PSAT/SAT, & the Internet & Computing Core Certification exam²⁶; and ultimate college and/or career goals. Our guidance counselor & all teachers will help students use DataCation to monitor progress toward goals and identify "next steps" for reaching them. As they reach each goal, students will update their course goals accordingly with teacher & peer collaboration during Advisory Period, making certain that graduation requirements are fulfilled.

Advisory Period is also a time for structured, formal character building education that complements the character building that every staff member promotes during all interactions & collaborations with students. A small student group is paired with a teacher who fosters character development & team building, helping each student realize they are an integral part of our school community. Teachers also encourage academic skills development & promote students to apply sustained effort when facing challenging course content, leading to academic success; thereby implementing the University of Pittsburgh's Principles of Learning (i.e. *Organizing for Effort*²⁷).

²⁵ <http://www.datacation.com/>

²⁶ <http://www.ucertify.com/certifications/Certiport/ic3.html>

²⁷ http://ifl.lrdc.pitt.edu/index.php/resources/principles_of_learning

Advisory adheres to PBIS & LSCI principles and draws from the Character & Leadership²⁸ curriculum. Advisory is key to creating the culture of learning & success that maximizes student understanding of instruction & drives students to increase their learning & achievement by taking our curriculum's more challenging courses, readying them for college & careers.

Project-based learning (PBL) will be implemented across our curriculum, with each student completing a project of significant magnitude each semester. PBL will be implemented as four periods each week, scheduled as the last, & longest, period of each day (i.e. during our 61min. extended day period). While our Academic Intervention Specialists(AIS)/Grade Advisors decide the question that motivates each grade's semester-long project, students will have some latitude in tailoring that question to individual interests- with teacher guidance. PBL topics will always be tied to one of our core content areas & their focus on practical application of core content knowledge during sustained investigation into the motivating topic makes PBL perfect reinforcement to our school's career exploration & college readiness focus.

PBL topics can also be modified on a student-by-student basis as part of our Credit Recovery Program (CRP); each student that has been approved for our CRP will complete a topic aligned with the Common Core standards for the content area in which s/he is seeking credit recovery. PBL's 244min of weekly instruction allows for significant remediation efforts and, in compliance with CRP regulations, a teacher certified in the appropriate content area will ensure that remediation efforts are both academically rigorous & Common Core-aligned.

Our PBL classes are also opportunities to carry out meaningful remediation for those who are still on-track with credit completion but are still struggling; individualized interventions will also be provided for these students during PBL. Finally, PBL affords our successful & advanced learners an opportunity to maximize their understanding through exploring new avenues for inquiry during project research; teachers will encourage them to continually refine their understanding during this process.

Students are active- not passive- in our PBL classes. Our PBL projects engage students by virtue of their real-world relevance for learning. PBL projects' motivating question will be aligned to the Common Core using Understanding by Design's backward design process. AIS/Grade Advisors will identify the desired standards-based results, then determine acceptable evidence, & ultimately craft a PBL topic that prompts students work that mirrors that acceptable evidence. PBL facilitates differentiating instruction & meets our students' needs. We will use BIE²⁹ & North Lawndale College Prep High School³⁰ as models in structuring our PBL program, which includes 8 elements reinforced by the University of Pittsburgh's Principles of Learning.³¹

- **Significant Content:** At its core, the project is focused on teaching students important knowledge & skills, derived from standards and key concepts at the heart of academic subjects.
- **21st Century Competencies:** Students build expertise in critical thinking/problem solving, collaboration, communication, and creativity/ innovation, which are taught & assessed.
- **In-Depth Inquiry:** Students are engaged in a rigorous, extended process of asking questions, using resources, and developing answers.
- **Driving Question:** Project work is focused by an open-ended question that students understand and find intriguing, which captures their task or frames their exploration.

²⁸ <http://characterandleadership.com/curriculum>

²⁹ http://bie.org/about/what_pbl

³⁰ <http://www.nlcphs.org/interdisciplinaryprojects/>

³¹ http://ifl.lrdc.pitt.edu/index.php/resources/principles_of_learning

- **Need to Know:** An Entry Event generates interest & curiosity and helps students see a need to gain knowledge & apply skills to answer the Driving Question & create project products.
- **Voice & Choice:** Students have some choices about the products to be created, how they work, & how they use their time; teachers offer guidance based on student PBL experience.
- **Revise & Reflect:** Projects include processes for students to use feedback to consider additions & changes leading to high-quality products and reflect about what & how they are learning.
- **Public Audience:** Students present their work to other people, beyond their classmates and teacher. It also assists students in becoming career ready.

Our school's service learning & internship opportunities, like PBL, are opportunities for students to link content area knowledge to real-world application. When tailoring their PBL projects, students can link them to their service learning/internship. To ensure that we support students in meaningful learning from these out-of-the-classroom experiences, we will model our program on the successful National Service Learning standards of the Generator School Network, using their Clearinghouse³² as a primary resource.

This focus on creating a nurturing environment and using research-based instructional methods whose success in our classrooms is monitored continually using student assessment data, will ensure that our students rise to the challenge of our curriculum, increase their learning, & meet their achievement goals. It also ensures that our school will meet the Charter School's Performance Framework Benchmarks 1 & 2: *Student Performance* and *Teaching & Learning*.

D. Assessment System

Our school's assessment system is aligned with the school's mission, the objectives of Education Law §2850, and the NYSED Performance Framework Benchmarks. We will utilize both formative and summative assessments to engage in data-driven decision-making and in measuring progress towards our school's major achievement objectives. This will ensure that we attain our ultimate goal of increasing student learning & achievement.

Our school's assessment system begins in earnest prior to the start of the school year in preparation for our intake interviews with incoming 9th grade students. Our school's data analysis team, which consists of our School Leader, assistant principal guidance counselor, & the lead teachers of each grade, will review incoming students' existing standardized test scores, available periodic assessment data, course grades, IEP data, previous intervention measures, attendance records, and medical information. This will be done prior to intake interviews to better equip our team for collaborating with students & their parents on the development of short- and long- term education goals that will be the foundation of each Student Success Plan (SSP). It is important that we establish a meaningful collaboration with our students & families in these interviews, as this is our first opportunity to cultivate a "team ego" shared by all stakeholders and foster a sense of belonging in our students & parents. During intake interviews we will also obtain additional information about our incoming students, including the administration of a home language survey and a request for any update-to-date medical information that might require school program modifications.

Further preparation occurs during our 10-day Professional Development (PD) Academy, when all other staff members are introduced to our incoming students by a similar data analysis of their student records & through a review of their SSPs. where topics were presented in the Professional Development section of the application. This PD Academy also involves a planning session for our the upcoming 10-day Summer Preparatory Academy, which

³² <http://gsn.nylc.org/clearinghouse>

is when our staff will administer online assessments of students' baseline math & ELA understanding, data which will be incorporated into our SSPs & into class data profiles.

After reviewing various commercial assessment programs we chose Scantron's Achievement Series and their diagnostic Performance Series. Both are web-based assessment platform that our staff can use to develop & administer tests and produce standards-based reports. All teacher-crafted assessments will aligned to Common Core Standards and Regents examinations; our administration will collaborate with teachers to ensure this. As our administration provides additional resources and support for teacher, the other members of the data analysis team can collaborate on adjusting pacing charts, scope & sequence, and plan additional strategies to address identified student needs and plan for differentiated instruction. A minimum of 3 exams will be administered in each of our 4 marking periods. This frequency, their proper alignment to state standards, & the reports produced using the Scantron products allow our administration and other data analysis team to analyze student achievement on teacher-crafted assessments as a justified proxy for student progress.

In addition to the above, Math and ELA periodic assessments will be administered four times a year beginning in our Summer Preparatory Academy. Project-Based Learning portfolios will also be used for assessment; 2 PBL projects will be assigned per year, and topics will be selected with student input. Projects can be continued from one semester to the next. Subject area pass/fail rates will also be monitored.

In keeping with the spirit and the law of the Individuals with Disabilities Education Act (IDEA), we will collaborate with our district's Committee on Special Education (CSE) to determine how our students with disabilities will participate in assessments, what accommodations will be provided, and how individual students will be assessed if it is determined that they are unable to participate in the regular assessment program. All testing accommodations mandated by a student's IEP will be administered for all examinations. Our school will ensure that all teachers of SpEd students, including general education teachers, are readily available to conference with the CSE to plan and implement students' IEPs. All teachers will be encouraged to register for and attend SpEd professional development offerings by the CSE, Department of Education, and New York State Education Department.

The most important part of assessments is engaging in data analysis to drive and differentiate instruction. Our research & experience has shown us that in many instances assessment are given but their results are never analyzed & used effectively to drive instruction and decision-making. Our data analysis team & school Data Dashboard will ensure that we do not fall into this trap; our school's Data Dashboard will be a customized version of the New York City Charter School's Data Dashboard. Our school's data analysis team, with the assistance of others as needed, will meet weekly to review our school's Data Dashboard. Data will be shared & its implications will be discussed each week during one of the Professional Development/planning periods. A major focus of the Board of Trustee's professional development will be improving their ability to engage in quality data analysis as a means of determining whether progress is being made towards all benchmarks of The Performance Framework, our school's achievement goals (i.e. those goals listed in section IIa of this charter application), and the objectives identified in our school's mission & Annual School Plan. Our Data Dashboard will be integral to these efforts. Our Data Dashboard will also be available to our School Enhancement Committee's administration, teacher, parent, & CBO members who will also review data at each meeting- scheduled to occur once every two weeks. Administrative support and follow-up with teachers will be critical to ensuring Data Dashboard insights are

effectively used in the classroom. In addition to being used to make curriculum & instructional decisions, data will also be used to drive resource allocations, expenditures, and staff evaluations. Staff assessment will also be guided by the Danielson Teaching Framework.

Our data analysis team will ensure that individual student data, school-wide data, data aggregated data by course & grade level is used to drive all instructional decisions. Data will also be analyzed by gender; ethnicity; self-identified race; and ELL, SpEd, and free or reduced price lunch classifications. Data will also be studied longitudinally to monitor cohort progress over time. In addition to assessment data, we will analyze data on student lateness as well as attendance; student, teacher, and support staff retention; incident and suspension rates; student IC3 participation and results; student enrollment & performance in post-secondary & college-credit courses; our 4 & 5 year graduation rates by diploma achieved; and our student cohorts' enrollment rates in college upon graduation.

Our focus on engaging parents as collaborators makes us committed to sharing data with our students' families. While parents on our School Enhancement Committee will engage in data analysis at committee meetings, we want all parents to be aware of the data collected. Data Dashboard summations will be provided during parent association meetings, parent-teacher conferences, & virtual conferences. Aggregated data summaries (to ensure student privacy) & general aggregate-level analysis will also be posted on our school's website for easy referral by parents. Our staff will assist all parents in understanding the data presented at each of these venues as needed. By adhering to the charter school's data dashboards guiding criteria, most parents & students should be able to understand & act on data with little assistance. Our data will be publicly available & verifiable, metrics used in our analysis will be clear, our data will be consistently drawn from the current school year (excepting longitudinal analysis, and then the date of each datum will be readily visible), and our metrics will capture trends that are central to understanding our school's characteristics, performance, and demographics.

E. Performance, Promotion, and Graduation Standards

Our promotion and graduation standards will be aligned with our school's mission, educational program, & assessment system and with the New York State Education Department's graduation standards. We will provide a curriculum that focuses on the NYS Common Core Learning Standards for English Language Arts and Literacy, the NYS Common Core Learning Standards for Math, and the NYS Science Learning Standards and addresses individual student needs within a safe and nurturing environment. We will enable all students to achieve academically at a high level as measured by the common core standards and state standardized exams. We will assess student progress towards meeting promotional standards and graduation requirements through interim assessments, both commercial and teacher-produced, in alignment with common core standards and State exams. Continuous data analysis by our school's data analysis team, teachers, & other staff will guide us in delivering the support and interventions needed to ensure promotion and graduation with a minimum of a Regents Diploma. Our school's policies & standards for promoting students to the next grade are:

1) Minimum 90% attendance. Students need to attend school daily to succeed, perform well on standardized tests, and graduate.³³ Our data analysis team will closely monitor student attendance data and upon the first indications of chronic poor attendance or a sudden rise in absenteeism (e.g. when a student has missed 5 or more days and has an attendance rate less than

³³http://new.every1graduates.org/wpcontent/uploads/2012/05/FINALChronicAbsenteeismReport_May16.pdf

97%, when a student has been absent for 3 of the last 10 school days, etc.), they will immediately inform our Student Recruitment & Retention/Parent Liaison and guidance counselors to provide support for the student to ensure future good attendance.

2) Minimum grade of 65% in all content areas. Includes class work, test scores and where applicable PBL passing rubric score. We will use on going assessment data to monitor student progress toward passing a course. In keeping with our focus on Blankstein's³⁴ Four Cs- specifically on practices that promote connection versus disconnection- we will actively collect & analyze up-to-date student assessment data to assure that throughout each marking period students are on track to meet this promotion requirement. The guiding principle of connection also makes us committed to fostering policies that develop competence in our students. We will ensure that assessments test what is taught & gauge mastery of Common Core standards, so that this promotion standard assures all students moving to the next grade are appropriately prepared. We will also be flexible in allowing make up work, providing interventions when needed, when our data analysis indicates the first signs that students are beginning to struggle with challenging course content. 12th grade students earning this minimum grade or higher in ELA 4, Participation in Government, & Statistics would meet or exceed the sample exit/promotion criteria that follow:

ELA 4 (2 semesters; 1 cr.)	Social Studies: Participation in Government (1 semester; 0.5 cr.)	Math: Statistics (1 semesters; 0.5 cr.)
Interpret & understand the nature of a key societal issue (e.g. reducing poverty/ameliorating its effects) by making connections to diverse texts illuminating changing cultural perspectives.	Consider the nature & evolution of constitutional democracies in the world by evaluating various explanations re: actions/events that catalyzed change. Determine which explanation best accords with textual evidence, acknowledging uncertainty.	Summarize & represent data on a single categorical or quantitative variable graphically (i.e.using bar plot,box plots,etc.)& using domain-specific vocabulary (e.g. mean, mode, median, variance, standard deviation) to convey authority in a style appropriate to the discipline & likely readers' expertise.
Analyze academic articles, political cartoons, journalism reports, presidential addresses, & statements to the United Nations to examine how information presented in different formats addresses a shared societal issue.	Compare political systems with that of the US in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles, & political culture using domain-specific vocabulary to manage this topic's complexity & convey authority in a style that responds to the discipline & expertise of likely readers.	Summarize & represent data on 2 categorical or quantitative variables graphically (i.e. using linear models) and using domain-specific vocabulary (e.g. correlation) to convey authority in a style that responds to the discipline & expertise of likely readers.
Analyze & evaluate the efficacy of the structure used by an advocate when writing about his/her policy position on the societal issue, including whether the structure makes points clear, convincing, & engaging.	Cite specific textual evidence from primary & secondary sources that describes how informed citizens participate in the US's political justice system & processes, incl. voting, connecting insights gained from specific details to an understanding of the whole text.	Conduct short & more sustained research projects to answer a question. Collect data on 1 or 2 categorical or quantitative variables & inferences based on this data. Synthesize these inferences with multiple sources examined during your sustained research in a writing sample that demonstrates understanding of the subject under investigation.
Deliver a class presentation on the issue presenting alternate public	Draw evidence from informational texts to explore, reflect, & research	Integrate & evaluate information presented in diverse formats &

³⁴ Blankstein, A. M. (2004) *Failure is Not an Option: 6 Principles that Advance Student Achievement in Highly Effective Schools* (1st ed.). Thousand Oaks, CA: Corwin Press.

ELA 4 (2 semesters; 1 cr.)	Social Studies: Participation in Government (1 semester; 0.5 cr.)	Math: Statistics (1 semesters; 0.5 cr.)
policies, demonstrating a command of formal English as appropriate.	how citizens influence public policy in a representative democracy.	media (i.e. data on 1 or 2 categorical or quantitative variables with written works, video, multimedia, etc.) in order to address a question or solve a problem.
Evaluate conflicting arguments & develop a position on the best way to address that societal issue. Introduce precise, knowledgeable claims, establish their significance, & distinguish them from one another & from your position.	Strengthen a written analysis that traces the evolution of American values, beliefs, or institutions by planning, editing, or trying a new approach, focusing on what is most significant for the audience.	
Organize an evidence-based argument supporting your position on the societal issue by gathering relevant information from multiple authoritative print & digital sources. Use advanced searches effectively. Assess sources' strengths & limitation in terms of the task, purpose, & audience.		
Participate effectively in a range of collaborative discussions (1-on-1, small group) with diverse partners on societal issue & policy options, building on others' ideas, clearly & persuasively expressing your own.		
Strengthen writing by incorporating feedback & insights shared during collaborative discussion with peers on whether organization & style used is appropriate for the genre & presents a persuasive position.		
Use technology to create a screencast that presents your analysis. Use the Internet to publish your analysis.		
Propel public response to your published analysis by responding to & posing questions, challenging ideas & conclusions, & promoting divergent & creative perspectives.		

3) Minimum Regents examination grades of 65%. Interim assessments will measure student test readiness for all state exams and intervention strategies will be provided accordingly.

Our school's graduation requirements are in alignment with the New York State Education Department's Part 100 Regulations for Diploma Requirements.³⁵ They are also aligned to the requirements for receiving a Regents Diploma; note that we will encourage our students to complete the requirements for a Regents Diploma with Advanced Designation, and support them

³⁵ <http://www.p12.nysed.gov/part100/pages/1005.html>

as they strive to achieve the Honors Designation for the specific regents diploma that they earn.³⁶ More precisely, our graduation requirements are:

- 1) Students must, at minimum, pass the following Regents exams with a minimum score of 65:
 - A. Comprehensive English; B. One math exam (i.e. Integrated Algebra, Geometry, or Algebra 2/Trigonometry); C. Global History & Geography; D. U.S. History & Government; & E. One science exam (i.e. Chemistry, Earth Science, Living Environment, or Physics).
- 2) Each course must be passed with a minimum score of 65.
- 3) Their Project-Based Learning portfolio must obtain a passing rubric score. Senior Project Based Learning portfolio with a passing rubric score.
- 4) Completion of their Student Success Plan's academic goals. Students must also have updated this plan with either a post-secondary school or career action plan.
- 5) Students must complete the regents requirement of earning a minimum of 22 credits, distributed as follows: 4 English, 4 Social Studies, 3 Mathematics, 3 Science, 1 in either Art or Music, 1 Language other than English, .5 Health, 2 Physical Education, .5 Technology*, 3 in elective offerings.
- 6) Students must complete 1 post-secondary school course for post secondary credit (Offered through our partner organization, Micropower Career Institute).
- 7) Students must complete either an Internship or Service Learning experience lasting for, at minimum, 1 semester. Internships & Service learning both offer students the opportunity to apply classroom learning to effect positive change in the community, and to gain knowledge & skills from experiential learning.^{37, 38}

F. School Culture and Climate

By focusing on our core value of "address[ing] individual student needs within a safe and nurturing environment," as enshrined in our mission statement, we will foster positive student behaviors that lead to increased learning & attainment of our achievement goals, while also minimizing negative behaviors that require disciplinary action. Our Advisory Periods, implementation of the Advisory Guide strategies³⁹, career education curriculum, town halls, and focus on having all staff promote connection over disconnection⁴⁰, we will build a sense of belonging and a "team ego" that result in positive student behavior and a culture of learning and success. We will also rely on the Character Development and Leaderships curriculum for high schools, which has had success in cultivating more positive behaviors in at-risk student populations.⁴¹ Our students, teachers, staff, & parents will all realize that they are an integral part of our school and that their success and the school's success are one and the same thing.

We will also use school-wide Positive Behavioral Interventions & Supports (PBIS)⁴² as the umbrella philosophy that guides the tone, spirit, culture, and environment of our school

³⁶ http://www.hesc.ny.gov/content.nsf/SFC/Regents_Requirements

³⁷ <http://www.ucdenver.edu/life/services/ExperientialLearning/about/Pages/WhatisExperientialLearning.aspx>

³⁸ http://www.niu.edu/facdev/resources/guide/strategies/experiential_learning.pdf

³⁹ Poliner, R.A. & Lieber, C.M.(2004) *The Advisory Guide: Designing & Implementing Effective Advisory Programs in Secondary Schools*. Cambridge, MA: Educator's for Social Responsibility.

⁴⁰ Blankstein, A. M. (2004) *Failure is Not an Option: 6 Principles that Advance Student Achievement in Highly Effective Schools (1st ed.)*. Thousand Oaks, CA: Corwin Press.

⁴¹ <http://www.characterandleadership.com/curriculum/highschool>

⁴² <http://www.pbis.org/>

learning community. There is a broad and ever-increasing body of evidence that PBIS works; countless schools, districts, and educational service districts across the country have implemented PBIS models with great success as measured by reductions in referrals, suspensions, & expulsions and increases in student and staff attendance. It is also important to note that schools that adopt the PBIS philosophy see a reduction in office discipline referrals for both general and Special Education students.⁴³ PBIS's focus on measurable outcomes supported & evaluated by data is a natural extension to our school's data-driven approach to academic performance & assessment, as discussed previously. When applied to cultivating a positive school atmosphere, our data-driven decision-making will lead to low incident rates, referral rates, class removal rates, suspension rates, and expulsion rates. We will further gauge our success by measuring student & parent satisfaction with our school climate surveys, described below.

Our school will also implement the Life Space Crisis Intervention (LSCI)⁴⁴ program. Through LSCI training provided during professional development sessions, school staff will learn to recognize nonverbal indications that a student is facing a crisis, problem, or period of stress. LSCI also equips staff with the knowledge needed to skillfully intercede at such moments and turn them into teachable moments promoting student learning, growth, and change. Students thusly become empowered to act more positively when faced with such crises in the future, which reduces incidents damaging to our school's culture & environment.

Our school's "Code of Conduct, Character, and Discipline" is our formal discipline policy. In addition to detailing our disciplinary system, it has been developed with the goal of promoting our character education and career readiness themes, thus preparing our students to cultivate the professional behavior & community engagement that will lead to post-secondary success. This Code will be introduced to the staff during our August 10-day Professional Development Academy. Students will first be exposed to our Code during the Summer Preparatory Academy. Both the staff manual and our student/parent guidebook will include the entire policy. Our Code will be constantly reinforced to students, parents, and staff. We believe that parental engagement & support in promoting the ethical behavior outlined in this policy is critical to its adoption by all students. Parents will be encouraged to discuss with school staff any issues that may hinder our students' ability to act in a manner consistent with our Code, as well as any strategies they believe might encourage student future compliance. We strongly believe in actively engaging our students & parents in discussions to promote positive student behavior.

Our student Code of Conduct, Character & Discipline (i.e. our discipline policy) complies with all laws pertaining to proper disciplinary action for students, incl. students with disabilities- namely Education Law§13(1). It has a Bill Of Student Rights & Responsibilities. Our Code will also include the provisions of New York State's Dignity for All Students Act (Dignity Act)⁴⁵. Accordingly there will be a designated Dignity for all Students Act Coordinator. All students, parents, staff, & Trustees will be directed to inform this coordinator of violations against themselves & violations they witnessed. For further information, please see our attached Student Code of Conduct, Character & Discipline (i.e. our Student Discipline Policy).

G. Special Student Populations and Related Services

1) Our school believes strongly in guaranteeing our students with disabilities (i.e. SpEd students) meaningful access to the general education curriculum. To ensure their full

⁴³ http://www.pbis.org/evaluation/evaluation_briefs/nov_12.aspx

⁴⁴ <http://www.lsci.org/>

⁴⁵ http://www.p12.nysed.gov/dignityact/documents/DignityForAllStudentsActGuidance_POSTING.pdf

Charter High School for Academics, Character & Technology

participation and progress we will focus on always planning for students to participate in the least restrictive environment (LRE). Our small class sizes of 20 students with a teacher and a teacher assistant will enhance our ability to effectively differentiate instruction & individualize strategies for these students' success. Our Advisory Period will in many instances have an even smaller student to advisor ratio, as all staff will be involved in the advisory process. In addition to advisory's character development & career exploration curriculum, in some cases additional instructional intervention can be provided; this can be extremely useful for our SpEd students.

Our school will be in full compliance with all applicable state & federal laws, rules, and regulations regarding students with disabilities, including the Individuals with Disabilities Education Act of 2004 ("IDEA")⁴⁶, Section 504 of the Rehabilitation Act of 1973 ("Section 504")⁴⁷, Title II of the Americans with Disabilities Act of 1990 ("ADA")⁴⁸, 34 CFR §300.750, and 8 NYCRR §119.3. Our school will uphold Section 504's establishment of the right to a Free Appropriate Public Education (FAPE)⁴⁹ for students with disabilities, and the subsequent reinforcement of this right in the ADA, by continually placing our students in the LRE while offering them all the support needed to master the Common Core state standards. Our data analysis team will provide prompt feedback on when SpEd, and all other, students first begin to struggle academically so that our interventions can be applied early, when they are most effective. Our school will be in full compliance with the IDEA's Child Find process; the spirit of this process is closely aligned to our philosophy that early intervention is the most effective intervention. A cohort team will refer struggling students to our school's Pupil Personnel Team (PPT), which consists of the assistant principal, guidance counselor, SpEd Coordinator, and the appropriate Academic Intervention Services Specialist/Grade Advisor. The PPT then handles the referral process to the Committee on Special Education's (CSE) Charter School branch⁵⁰. The PPT will support parents in efficiently navigating the referral process to ensure their child receives all needed additional services as quickly as possible. As teacher participation in CSE meetings is critical to an effective referral process, our school will facilitate SpEd and general education teacher participation by providing the needed coverages of their classes. Our school will also maintain accurate, up-to-date information about SpEd students and report this information, as required by 34 CFR §300.750, to the New York State Education Department; see schedule below. We will promptly provide information for all reports filed by our students' districts of residence. Our school will comply with Charter School Report Card reporting requirements, including all sections related to SpEd students, as detailed in the amended 8 NYCRR§119.3 & filed annually by August 1.⁵¹

Reports Submitted to the NYSED in Compliance with 34 CFR §300.750 ⁵²		Filing Date
PD-1C ⁵³	Count of Students with Disabilities (SWD) within each disability category	Dec. 1
PD-4C	Students Educational Placements & Setting	Dec. 1
PD-5C ⁵⁴	Students Exiting Special Education	July 1

⁴⁶ 20 U.S.C. §1400, as amended by P.L. 108-446

⁴⁷ 29 U.S.C. §794 §504, as amended by as amended by P.L. 110-325

⁴⁸ 42 U.S.C. §12131, as amended by P.L. 110-325

⁴⁹ <http://www2.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html#note1>

⁵⁰ <http://schools.nyc.gov/Academics/SpecialEducation/ContactsResources/cse.htm>

⁵¹ <http://www.p12.nysed.gov/psc/csreg119.3.html>

⁵² <https://eservices.nysed.gov/pdssystem/>

⁵³ <http://www.p12.nysed.gov/sedcar/forms/pdfforms/0405/04pdf/PD1C4C04form.pdf>

Reports Submitted to the NYSED in Compliance with 34 CFR §300.750 ⁵²		Filing Date
PD-6 ⁵⁵	Personnel Employed/Contracted to Provide Special Education & Related Services	Feb. 1
PD-8 ⁵⁶	SWD Suspended for Disciplinary Reasons	Aug. 8

Our school will provide professional development to all staff regarding student record confidentiality as per the Family Educational Rights & Privacy Act (FERPA)⁵⁷ & Part B of the IDEA.⁵⁸ All student records, including IEPs, will be locked securely in our operations office; digital records will be secured by password. The assistant principal and the SpEd Coordinator will be responsible for securing general records & IEPs, respectively. Teachers & PPT members wishing to access records will complete a request form & log their activity; all request forms & access logs will be filed in the operations office along with the records themselves.

In the event that our school must conduct a SpEd disciplinary hearing with possible in- or out-of- school suspension, we will first hold a manifestation of disability review (MDR) to determine if the breach of our Code of Conduct, Character, & Discipline (i.e. our school discipline policy) was due to the student’s disability. An MDR will be held even if a student is awaiting/currently undergoing an evaluation by the CSE to determine if s/he has a disability. A functional behavioral analysis (FBA)⁵⁹ will be done by the PPT in collaboration with the parent and a behavioral improvement plan (BIP)⁶⁰ will be created.

We believe that parent & student collaboration is key in providing our SpEd students with the supports they need to meet their short- and long-term education goals. This begins with our initial intake interviews with newly admitted students & their parents. During intake, our school staff will review the most recent IEPs with the student & their parent(s) and incorporate it into our student's Student Success Plan (SSP) goals. It’s critical to give parents a voice in how to best meet their child's individual needs, and to use these insights as part of the data we will review in establishing strategies to ensure student success.

Our school will also ensure SpEd students' success by carefully monitoring their progress & preparing for the services that will drive that progress. This begins prior to the start of each school year, when we identify all students with IEPs, all services in those students' IEPs, & ensure that all interventions are ready from the very start of the school year. Once the school year starts, our PPT will continually evaluate all SpEd & students who are beginning to struggle & might need SpEd services, to evolve our interventions for maximum efficacy. We will ensure the implementation of all testing modifications, as per IEPs and/or 504s, during standardized testing & all other assessments. This will ensure these assessments are reliable measures of student learning that can then be analyzed to drive future instruction & interventions. The comprehensive nature of our assessment system further increases our ability to reliably gauge SpEd student performance & progress; this system includes Scantron periodic assessments, teacher-developed exams & assignments aligned to the Common Core & Regents exams, Project-Based Learning portfolios, subject grades, and Regents scores. Our data analysis team will aggregate this SpEd assessment data for inclusion on our Data Dashboard, where it will be analyzed weekly by this

⁵⁴ <http://www.p12.nysed.gov/sedcar/forms/pdforms/0405/04html/pd5c/pd5c.htm>

⁵⁵ <http://www.p12.nysed.gov/sedcar/forms/instructions/instructions1314.html#pd6;>

⁵⁶ <http://www.p12.nysed.gov/sedcar/forms/instructions/instructions1314.html#pd8;>

⁵⁷ 20 U.S.C. § 1232g; 34 CFR Part 99

⁵⁸ 34 CFR 300.560–300.577

⁵⁹ <http://www.pbisworld.com/tier-2/functional-behavior-assessment-fba/>

⁶⁰ <http://www.pbisworld.com/tier-2/behavior-intervention-plan-bip/>

team before being shared, along with the team's analysis & recommendations, with all staff during PD & common planning sessions. This will ensure that SpEd, and all other, students make academic progress toward meeting their IEP & SSP goals, ultimately leading to graduation with a Regents diploma.

Our school will make certain that our staff has the knowledge to increase the learning & achievement of our SpEd students. We will hire sufficient certified SpEd teachers to provide all IEP services. One teacher will be designated as our SpEd Coordinator, who will be responsible for assisting collaboration between all teachers of each SpEd student to ensure all student needs are met. and PPC coordinator. Special Education Teacher Support Services (SETSS) will be provided by a SpEd teacher using push-in & pull-out services in a manner that best meets individual student needs. Related services (e.g. speech, counseling, physical therapy, etc.) will be provided directly by our school or through contracted services. Our PPT will work with our CSE to insure timely evaluations & the provision of all mandated services. Our SpEd Coordinator will ensure our school's SpEd students receive at least the same level of support & related services that SpEd students in the local district receive. We will access CSE to present data that our students receive funding and services at least comparable to those provided in the community school district in which each student resides. Beyond hiring qualified educators, our school wants to ensure that these educators are constantly improving their practice, collaborating on improving current interventions, and implementing the latest research-based strategies. Accordingly, staff will receive PD in reviewing student data and planning intervention strategies to address any faltering student progress. We will also encourage general education & SpEd teacher participation in all training offered by the CSE, NYSED, or DOE.

To comply with FAPE & our commitment to educating SpEd students in the LRE, our Collaborative Team Teaching (CTT) class(es) will be formed with a majority of general education students. IEPs will determine whether students participate in CTT classes full or part time. Encouraging part time CTT whenever possible furthers our goal of having SpEd students utilize our supports to increase learning & progress to general education.

Additional individualized interventions will be provided through our extended day/PBL program, especially in content areas where students struggle most (e.g. ELA, Math, etc.). Our Saturday & Summer Academies provide additional instructional time for remediation & enrichment in order to ensure success for all students. We will leverage our relationships with our partner organizations to provide additional interventions. We will give priority to SpEd & other special student populations for participation in Hostos's Liberty Partnership Program, Unitas's Therapeutic Community Program, & other support organization's programs.

2) We believe our students with Limited English Proficiency & our English Language Learners (ELLs) are best served by a rigorous academic program based on the Common Core Learning Standards and comprehensive system of supports, as enshrined in our school mission and embodied in our Annual School Plan and all of our school initiatives. Towards this end, we will adhere to all laws & regulations regarding ELLs, including NY Education Law §204 & Commissioner's Regulations Part 154. We will also hire appropriately certified, highly qualified, motivated ESL & Bilingual teachers to teach our ELLs.

Our commitment to providing the individualized interventions needed for our ELL students to attain their short- and long- term education goals begins as our staff readies for our initial student intake interviews, prior to our Summer Preparatory Academy. Students' records will be checked for ELL status, to ensure that during our intake interview we can conduct an informal interview both in English & in our newly admitted student's native language. If a

student is listed as a former ELL, when scheduling the intake interview our staff will inquire if a translator is needed to assist his/her parent(s). These intake interviews are the first time that we can establish a meaningful collaboration between our staff and our future students & families that we hope will last for all four years that each student is a member of our school community. Accordingly, we want to ensure that all voices can be heard when we craft each student's learning & achievement goals. Our intake interview will also ask our ELL students & their parents to complete a Home Language Survey to help us better understand what interventions will best help our student and to prepare for future collaboration with our students' family. During our intake interviews we will also schedule a date for our incoming ELLs to take the New York State Identification Test for English Language Learners (NYSITELL), which replaces the Language Assessment Battery-Revised (LAB-R). This will be scheduled for completion by the first week of school, preferably during our Summer Preparatory Academy.

The New York State English as a Second Language Achievement Test (NYSESLAT) will be used as the primary ongoing, annual evaluation of ELL progress towards English proficiency and the effectiveness of our program for ELL students. Other more frequent assessments to monitor progress & drive individualization of interventions will include commercial Scantron periodic assessments, teacher-developed Common Core-aligned assessments, Project-Based Learning portfolios, & subject area grades. ELL data will be aggregated & monitored weekly by our data analysis team as part of our Data Dashboard. Data analysis team will monitor trends, remaining vigilant for indications that students are struggling, and share their analysis & recommendations during PD & common planning time.

We believe that sheltered instruction offers our ELLs the best means of learning their course content while adopting their new language, and will model our ELL services after the Center for Applied Language's successful Sheltered Instruction Observation Protocol (SIOP) Model⁶¹. Accordingly, ELLs will remain in the general education classroom with ESL/Bilingual teachers co-teaching and offering individual support for our ELLs. Our small class size of 20 students will allow sheltered instruction classes, led by 3 instructors (i.e. content area teacher, bilingual teacher, & teacher assistant), to feature meaningful differentiation and high levels of individualized intervention. In particular, the ESL teacher will provide additional ESL instruction in a small group within the class for ELLs who are struggling.

Sheltered instruction allows our content area teachers to adopt a number of instructional practices that lower the linguistic demand of lessons without compromising the integrity or rigor of the subject matter. Teachers will modify speech rate and tone. They will relate instruction to student experience, providing ELLs with more access points to the content being taught. Teachers will use visual models, context clues, and demonstrations. They will adapt the language of texts or tasks and use graphic organizers to lower the linguistic demands when ELLs approach written assignments. Teachers will use cooperative group work that allows ELLs to seek reinforcement of content from peers who will likely use different vocabulary from the teacher, allowing ELLs to learn course content described in both academic & conversational English. Cooperative work also affords ELLs the ability to practice discussing course content in their newly adopted language. When providing sheltered instruction, our teachers will be using education methods long familiar to language teachers to make academic content more accessible to students of different English proficiency levels. Support for content area teachers in delivering rich instruction will be provided by their paired ESL/Bilingual teacher & our ELL Coordinator.

⁶¹ <http://www.cal.org/siop/>

We also believe strongly in offering ELLs the opportunity for additional instructional time that can be used to deliver further individualized support. Accordingly, the our school's extended day programming gives ELLs more time in each class to focus on increasing their learning of course content and improving their English proficiency. Our Saturday Academy, Vacation Academies, & Summer Academy will focus on providing necessary interventions for struggling ELLs. Our support/partner community-based organizations (CBOs) allow us to further extend the support services that our school can encourage ELL students to access. Accordingly, we will give ELLs, in addition to students with disabilities, priority for participation in all programs offered through our partner CBOs. To further our mission to engage parents in our team ego as key supporters of our students' academic goals, ESL lessons for our parents and students will be provided at our school and at the site of one of our CBOs.

It is our school's goal to have high expectations for our ELLs, like those that we have for our other students. Accordingly, our Assistant Principal (AP) will assist our ELL Coordinator in overseeing the implementation of our ELL program, including all sheltered instruction strategies. Our AP & ELL Coordinator will also ensure our Annual School Plan includes our high achievement goals for ELLs & the comprehensive strategies needed to attain those goals. All strategy modifications & differentiation of instruction will be data-driven. Our performance-based approach will be strengthened by each staff member's input on improving pacing charts, scope & sequence, and content alignment to the Common Core to improve ELL outcomes, as provided during PD & common planning periods.

3) Our at-risk students are best served with individualized interventions, the additional instruction time provided by our extended day & Saturday academies, data-driven differentiation of instruction, and our comprehensive system of support. Our daily Advisory Program will be especially beneficial to ensure that our students get the social-emotional support and academic skills development that they need to face & overcome their academic challenges.

At-risk and all other students will be encouraged to participate in our extracurricular arts & sports programs, which will help students increase their self-esteem, adopt our team ego, and cultivate an elevated sense of school spirit and belonging. Our school will extend our extracurricular & afterschool program with the assistance of our support organizations- Hostos College's Liberty Partnerships, Unitas, Bronx Community College. To enhance the individualization of tutoring & academic supports that these partners provide, we will seek written consent from our students' parents to share student data with these support organizations. To further the long-term career & college readiness goals of our at-risk & other students, we will encourage students to participate in our city's Summer Youth Employment Program. We will also assist them in finding other meaningful internship & volunteer opportunities to participate in during summer vacations. We will help students find internship, volunteer, & paid work in day camps, summer schools, parks, senior centers, local elected officials' district offices, museums, government offices, & retail organizations. This is a natural fit for our students to hone the character development skills acquired in their advisory guide classes. It also allows students to practice applying lessons learned in the classroom to challenges met at their internships, volunteer positions, & places of employment. These extracurricular & afterschool options will help establish us as a school community that truly belongs to students, parents, staff, support organizations, and the New York City community at large at all times- during classes & beyond. We will be a place where all students, especially our at-risk students, see what is possible and become inspired to apply the needed effort & take advantage of the necessary interventions offered by our school to realize all their visions for the future.

Just as students need to be a valued team member to thrive socially & emotionally, they also need to feel like an active participant in their education to excel academically. One major way our school encourages this is through our Project-Based Learning (PBL) model. Students have the opportunity to drive much of their learning as they engage with the complex question or issue motivating their semester's PBL project. Our students will also play a role in PBL topic selection, which our AIS/Grade Advisors then align to the Common Core Learning Standards. This ownership & the individualized support given to students during PBL classes will help our at-risk students become motivated & excited to increase their learning.

We also believe that we can re-engage and motivate students by providing them with expanded course offerings on topics that students find inherently engaging & that students can readily see as being applicable to their long-term career goals. Our teachers can then harness this enthusiasm in the classroom, and with some key support & differentiated instruction can truly increase at-risk students' learning & achievement. One such course sequence is our Internet & Core Computing (IC3) classes that teach students key computing concepts, fulfill their technology graduation requirement, and can lead to their Internet & Core Computing (IC3) certification, a valuable asset for future careers. Once at-risk students start to succeed academically again, they can also take advantage of the post-secondary career-aligned classes offered by our support partner, Micropower Career Institute.

Our school will work to identify the first sign of struggle & will quickly work to provide the needed interventions before more students become at-risk. This will occur during weekly data analysis team review of our continually updated Data Dashboard. This analysis will also be used to measure intervention efficacy so we can continually evolve our interventions & teaching practice to promptly help struggling & at-risk students overcome current obstacles & thrive.

Our school believes that parent collaboration is key to student success, especially with our at-risk students. To accommodate all of our parents' busy schedules, we will invite parent input via appointment at our "virtual office" (i.e. during the school day, after school, and on weekends), an online video chat option for parent & student conferencing with school staff; of course, parents are always welcome to arrange an in-person conference. Our parents will also be invited to parent-student workshops on health, fitness, & nutrition offered at our school & at our support organizations, many of which are located in our target districts, allowing for easier attendance by our schools' parents. Shared workshops allow at-risk students to see & join their parents' enthusiasm for learning. It also provides an access point for parents who want to engage their children in meaningful discussion about the content that they are learning. Furthermore, it helps us better equip our parents with the knowledge to have these meaningful discussions, which is integral given community feedback indicating that while parents often want to assist their struggling children, they often do not have the knowledge or skills to do so. To further empower our parents with the knowledge to engage their struggling children in meaningful academic discussions to support their learning, our school will make our online, recorded Saturday Academy sessions available for our parents to access. In a similar vein, we will work with our support partners to provide our students' families with access to GED classes.

3) Our overage, under-credited students are best served with the same high expectations, team building efforts, individualized interventions, & additional instructional time that benefit our at-risk students. These students also benefit from an appropriate, Common Core Learning Standards-aligned credit recovery program (CRP)⁶² that offers the differentiated

⁶² <http://www.osc.state.ny.us/localgov/audits/swr/2013/creditrecovery/global.pdf>

interventions necessary to earn credits pursuant to Commissioner's Regulations Part 100.5(d)(8). A school-panel including our School Leader, guidance counselor, appropriate Academic Intervention Services Specialist/Grade Advisor, and a state-certified teacher in the content area for which the student must make up credit. As with our other classes, CRP instruction will be taught by state-certified content area teachers. CRP data will be placed on our Data Dashboard, analyzed by our data analysis team to drive instruction & interventions, & team insights will be shared at PD & common planning activities. Our CRP will be appropriately documented in student records area & will largely be performed through PBL/extended day interventions.

5) For our students who are academically advanced or gifted, we are committed to providing ample opportunities for expanded learning. They will be encouraged to take additional Regents classes leading to an Advanced Regents Diploma designation. They will also be encouraged to take the most challenging Regents courses (i.e. Algebra II, Chemistry, & Physics), which will best prepare them to be college & career ready.⁶³ They will also be encouraged to seek the Honors designation, Mastery in Math endorsement, & Mastery in Science endorsement by demonstrating their advanced learning through outstanding Regents examination scores. Like all students, they will be encouraged to obtain their Internet & Core Computing Certification.

Our gifted & advanced students will have the opportunity to take advanced course offerings provided through our support partners. Micropower Career Institute (MCI) has committed to opening all their post-secondary, certificate-program course offerings to our academically- & socially- ready students, at no cost. If our talented students perform well in these courses & continue to excel in their courses at our school, MCI has agreed to provide partial & full scholarship opportunities for those students who wish to attend their school after graduation. Talented & advanced upperclass students (i.e. rising Juniors & Seniors) will also have the opportunity to take free college-level, off-campus classes through our support partner, Bronx Community College's (BCC). This opportunity is extended to our students during BCC's summer, fall, & spring terms. School year participation will be facilitated by the fact that our individual student programs and seat time are far in excess of state minimum requirements. Our school will also counsel rising juniors & seniors to take advantage of the College Now program, allowing them to take free college level courses at many of our city's institutions of higher learning. Our school will also seek to become a College Now partner high school, which will facilitate the College Now registration process for our students. We hope to partner with colleges both near our school campus & in our target districts to make it easier for our talented students to participate (e.g. Bronx Community College, Borough of Manhattan Community College, etc.)⁶⁴.

Talented & accelerated students will be encouraged, like all other students, to take advantage of our extracurricular offerings. They will also be encouraged to participate in internships with our support organizations & service learning opportunities, additional to what is required for graduation. Our school will also help these students prepare for future success by supporting them in taking the PSAT & SAT, exams whose registration fees will be paid for by the school. Our guidance counselor will educate them on the College Board's career exploration tools, the NMSQT scholarship program associated with the PSAT, and on other scholarship opportunities. Our school's College Visit program will help these gifted students, and all of our other students, achieve success after graduation.

⁶³ <http://schools.nyc.gov/NR/rdonlyres/9C51F9DF-D977-4FAB-AD12-D00553CBA277/0/201213FinalChangesHS.pdf>

⁶⁴ <http://collegenow.cuny.edu/become-a-college-now-partner-school/>

III. ORGANIZATIONAL AND FISCAL PLAN

A. Applicant(s)/Founding Group Capacity

Our lead applicant, Ms. Sharon Spann, is our proposed school Principal. Ms. Spann has 25 years of experience as a teacher, assistant principal, & principal in the New York City Department of Education (DOE) Title I schools. Her experience making data-driven decisions to individualize teachers' professional development & address students' deficiencies will ensure our students increase their learning & meet their achievement goals. She will continue to provide Special Education (SpEd) students with additional supports beyond the requirements of their IEPs and focus on mainstream education complemented by a push-in/pull-out model. Her leadership beliefs foster a Team Ego amongst students & teachers, who begin each day with a daily Advisory Period that celebrates students & creates a nurturing learning environment where every student has the opportunity to perform to the best of his or her ability.

Lalit Chabria applicant/founding group member has over 15 years of educational experience as Founder, Treasurer, & Chief Operating Officer of Micropower Career Institute (Micropower), his expertise within the education & technology fields is an asset in informing the board of how the latest developments in technology can be implemented in the school. He has the proven experience operating multiple post secondary schools in a fiscally and educationally sound manner. **Sam Hiranandaney** applicant/founding group member is President of Micropower since 1995 & Chief Financial Officer of The Institute for Health Education in Jersey City, NJ since 2008. His expertise in the financial field will ensure proper management of school finances. He has the proven successful experience of opening multiple post secondary schools that are thriving institutions. This experience in opening and operating successful educational organizations will enable him to apply his skill to operating the school in a fiscally and educationally sound manner. **Patricia Sanders, Ph.D.**, applicant/founding group member: is President Emeritus of Post University, has over 40 years of faculty leadership in education. She has evaluated academic programs to ensure they bear the quality, rigor, & expectations demanded by degree programs at all levels. She is well suited to advise the board on ensuring our school's academic program has academic rigor, is being operated aligned to the charter, the schools mission & objectives. Her presence ensures the school will operate in a fiscally and educationally sound manner. **Quddus A. Mohammed** applicant/founding group member: Vice President of SIB Portfolio Advisors Inc. since 2010. He was Coordinator of Portfolio Administration & Investment for the Saudi Arabian Monetary Agency from 1985 to 1997. Mr. Mohammed's experience overseeing performance management of multi-billion dollar assets allows him to effectively advise the board on fundraising, securing grants, and maintaining compliance with the school's financial policies & procedures. His presence will ensure that the school operates in a fiscally & educationally sound manner. **Phillip Noel Musico, Esq.**, provides legal representation for SpEd students' families. He will advised the applicant group on increasing SpEd & ELL recruitment & retention strategies. He will ensure the Board & school are in compliance with all state, & federal laws & regulations. Before entering law, he served as a DOE HS SpEd ELL teacher and will contribute his knowledge and practical experience using effective teaching methodologies that promote standards-based student achievement. He will make certain that the Board operates in a fiscally and educationally sound manner. **Priti Jain, M.D.** applicant/founding group member: As the owner & Chief Operating Officer of Statcare JPR, he advised the board on the school's health & wellness program. He is committed to arranging internships at medical facilities for our students. He has the proven experience of opening and operating a medical facilities operation and will apply his skills to contributing to

school's operation in a fiscally and educationally sound manner. **Sharon Spann**, will become the school's principal and will not serve on the Board.

June Gaye is a retired 30 year veteran of the DOE, who served as a citywide coordinator for SpEd & ELL students. She advised the applicant/founding group on servicing the SpEd and Ell students & advised and collaborated on the school's professional development team development. **Hazel Robinson** is a former CSD 12 School Board member, & PTA president. Ms. Robinson used her community connections to advertise the school to the targeted populations & provided founding group with insight into connecting the school with family & community involvement. She will she employed full time as the school's Coordinator for Recruitment, Retention, & Parent Involvement. **Fred Leiken** is a retired DOE SpEd teacher & recruitment officer with 36 years of service. He advised founding group on strategies to help recruit, retain, and professionally develop teachers. He will serve as a full time employee as our school's intervention specialist, grade advisor, **Evelyn Tirado** will be a paid board consultant advising the Board as a literacy specialist, serving the school as a teacher mentor, & assisting the school staff on collaboration and implementation of our professional development plan. She will be a school staff developer. Her extensive experience working with Title 1, ELL, SpEd students will enable advise the Board on current and proven strategies to service our targeted student population. **Rosa Salcedo** is a 15 year DOE educator, who was a Ell & SpEd Teacher, Related Services Coordinator and current DOE High School Assistant Principal. Her presence as a member of the applicant/ founding group ensured the implementation of individualized student class programs tailored to individual needs of students. She has decided to remain with the DOE & will no longer serve the Board or school.

Mary Kate Steele is DOE SpEd teacher & certified school counselor who will be a paid consultant and advise the Board on students' academic, social, & emotional needs thus helping student retention. She will train the school staff on the implementations of the Positive Behavior Interventions & Supports and Life Space Crisis Intervention programs to create a safe, nurturing school environment. **Pat Bennett**, a retired DOE teacher and former Sports & Arts in Schools Foundation director of afterschool programs advised the applicant/planning team on the use of extended day, afterschool, & summer programs targeted to Title 1, ELL, & SpEd students. As a former DOE Gates program coordinator, he assisted the applicant / founding group on planning for students who are over aged and under credited and how most effectively to address these students who need to recover lost credits for graduation. He has retired permanently & moved to Florida. **Jesse Harris**, a community activist & Bronx Community Board 2 member, will advertised our school's commitment to Title 1, ELL, & SpEd students. He will keep the Board of Trustees connected to the community. He will serve as a paid consultant to the Board, offering his experience as a former DOE Title 1 high school bilingual SpEd teacher to make certain that all Board practices, decisions & policies are aligned to the Boards charter & school mission.

The applicant /founding group came together under the guidance and vision of Ms. Sharon Spann the proposed Principal. Ms. Spann approached **Lalit Chabria** and **Sam Hiranandaney** principle owners of Micropower Career Institute and posed the idea of establishing a premier charter high school that would lead its students to career readiness and post secondary success. The three agreed that something had to be done to address the failing DOE high schools whose students had difficulties graduating & unable to gain post secondary success or career readiness. Ms. Spann called upon her colleagues to whom she had close personal and professional connections and shared a common desire to create a school that would address the academic and social emotional deficits that high schools students had to have

Charter High School for Academics, Character & Technology

addressed in an academically challenging safe and supportive learning environment that would welcome family and community involvement. The school would have to be an alternative to their failing, dangerous local district schools. **Lalit Chabria** and **Sam Hiranandaney** sought the assistance of their professional and personal friends who had answered their call to come together to create a school that would graduate high school students in four years who were ready for post secondary success or career readiness. Applicant/founding group members identified proposed Board members who would work collaboratively with the members of the applicant /founding group. All applicant /founding group members worked without compensation. Our first meeting was for a needs assessment and a supporting action plan that was discussed. Next we looked at the 2013 application and broke down into small working committees based on members experience and expertise. We set a timeline to the filing of the second round filing of the Letter of Intent of the 2013RFP. Minutes from the previous meeting were read and approved by the applicant/founding group present. An agenda was set for the next meeting and a date and time for that meeting was set. The outcome was a filing of a Letter of Intent in round 2 of the 2013 RFP. It failed to get approved. In the next meeting it was decided unanimously to continue our work of getting our school chartered. Since then a Letter of Intent was filed and approved for a full application. The applicant/planning group continued to meet monthly. Ms. Spann wrote the committees response to each bullet and prompt in the narrative and shared it via email. The writing team took font color choices to edit, revise, delete or add and we then agreed to any changes material or not via email. At the next monthly meeting we did a reading and made the final draft. This outcome was the approval of our Letter of Intent and the completion of this application. All aspects of this application were collaborated on based on data driven decision making looking at the NYSED data of the targeted districts we selected based on their overwhelming number of at near or above 90% Title 1, large populations of SpEd and Ell and over aged and under credited students. Our budget was drawn based on a careful and critical review of the data that all our targeted community school districts failed to meet the federal mandate of Annual Yearly Progress in all areas of elementary/middle schools and high schools with the sole exception of district 1 which made their AYP in elementary/middle school science. Ms. Spann is the primary author of this application. No consultants or organizations were paid or involved in the development, fiscal planning, or writing of this application.

Applicant	Employment	Relevant Experience & Role on Applicant/Founding Group	Role(s)
Sam Hiranandaney	President, MCI	Leader of successful post secondary school. (MCI) Participated in writing of the Educational plan for school.	President, Board of Trustees
Lalit Chabria	Founder, Treasurer, & COO, MCI	Manager of million dollars in educational payroll. Teamed to write the schools Mission Statement and objectives. Wrote plan to meet the needs assessment of students.	Vice President, Board of Trustees
Patricia Sanders, Ph.D.	President Emeritus, Post University	Educational leader who aligned proposal to school mission. Using curriculum & instruction to address target students' deficits by analyzing data. Kept team focused on planning the school in an educationally sound manner.	Chairman, Education Committee
Quddus A. Mohammed	Vice Pres., SIB Portfolio Advisors, Inc.	Acute money manager who made data-driven decisions regarding our school budget. Oversaw Board in aligning budget to school mission. Allocated expected funds to craft fiscally sound operating budget.	Chairman, Finance Committee

Charter High School for Academics, Character & Technology

Applicant	Employment	Relevant Experience & Role on Applicant/Founding Group	Role(s)
John Noel Musico, Esq.	Pro-bono Legal Services for SpEd Students	As a former Title1 DOE HS ELL/SpEd Teacher & current provider of pro-bono legal representation for SpEd students, he ensured our application was aligned to the RFP, school mission, & school achievement goals. He ensured conformance with all applicable Federal & State laws, rules, regulations, policies & procedures, esp. those regarding SpEd & ELL students' educational service plans.	Chairman, Executive Committee
Sharon Spann	DOE Supervisor	DOE teacher, assistant principal, & principal. Lead applicant & visionary behind our school mission & key design features. Her 25 years with the DOE has been spent in Title1 schools with large populations of our target student groups. As the primary application author, she kept monthly minutes & incorporated key concepts contributed by each founding member into a sound educational plan. Infused Project-Based Learning (PBL) into school design.	-
Priti Jain, M.D.	COO, Statcare JPR	Started a medical organization, keyed committee on social emotional needs to action plan. Designed student Internship opportunities and placement linking PBL and career readiness.	-
June Gaye	DOE Administrator Ret.	A 30 year Experienced DOE administrator of SpEd and ELL Programs in Title 1 schools she advised committee on action plan for targeted groups and helped craft the student discipline code.	-
Hazel Robinson	Beacon Program Director	Former member of CSD 12 School Board. Informed group on improving school community relations and support as it is written in this application.	-
Fred Leiken	DOE SpEd Coordinator, Ret.	Retired 33 year DOE SpEd teacher and Region 2 SpEd teacher recruiter and staff developer advised committee on SpEd teacher recruitment and pd for SpEd teachers. Contributed to the work of defining the Advisory Class.	-
Evelyn Tirado	DOE Literacy Specialist Mentor, Ret.	Spent entire career working with targeted student populations, mentoring teachers and taught as an adjunct professor of Education. Advised committee on action plan for Professional Development. She identified PD literature for implementation.	-
Mary Kate Steele	DOE SpEd CTT Teacher & Counselor	Advised on implementing PBIS and LSCI to create a school environment conducive to learning.	-
Pat Bennett,	DOE Teacher, Ret.	Retired after-school coordinator. Experienced in credit recovery program classes. Informed committee on after-school instruction, incl. remediation, enrichment, & recreational programs with CBO's.	-
Rosa Salcedo	DOE Assistant Principal	Advised board on servicing SpEd and ELL's and individual student programming to best meet the individual needs of the students.	-
Jesse Harris	Community Activist	Bronx Community Board 2 member, who advised Board on meaningful community outreach. Surveyed student/family needs. Conducted public hearings to inform community of proposed school.	-

B. Board of Trustees and Governance

The Board recognizes that the Board of Regents and the NYSED CSO are its charter authorizer and will abide by all its laws, regulations, rules, policies and procedures and all

Federal laws. The Board will provide for the Regents or NYSED/CSO any documents upon demand whether on a site visit or via the timely filing of reports on compliance issues or other matters of concerns that they might have. The Board will follow all parts of the education law and policies, procedures, and protocols of the Regents. The Board will provide complete and total access to the Regents or NYSED when they are conducting site visits to inspect the school, examine school records, financial records, interview students, parents and staff to determine that the Board is following federal and state education law, policies and procedures as well as the terms of the school's Charter. The Board will submit to the Board of Regents a certified financial statement and the school's independent audit report; an annual report detailing the academic and fiscal performance of the school it will include information related to student academic performance; the school's progress in achieving its Accountability Plan Goals, enrollment of the targeted Title I, SpEd, ELL and over aged and under credited students. The Board cannot make any changes to the school's Charter or By-laws without the expressed written permission of the Regents or NYSED CSO. The Board ensures that the school operates in a fiscally and educationally sound manner. The Board will ensure that the terms of the school's charter are applied and followed. The Board is responsible for the orderly operations of the school.

The Board will govern the school by establishing the school's rules, policies and procedures thus ensuring the school's operation in a fiscally and educationally sound manner. The Board must make certain that the school has the resources it needs to operate effectively to meet the educational goals written into the charter and making its Annual Yearly Progress.

The Board is responsible for analyzing student data information and making a sound educational plan to make certain that student achievement is increasing. The Board must review the school's educational program by conducting a school walk through and examining school students' report cards, progress reports diagnostic and predictive data, attendance and lateness of students, staff, student and staff retention, referrals, incidents and student suspension. The Board is responsible for the school's budget and operating the school in a fiscally sound manner. The Board is responsible for the school's finance and budget aligning expenditures to data driven decision-making based on an analysis of student data and setting strategic goals aligned to meeting the educational goals of the school's charter and mission. The Board will have committees headed chairmen. The committees will be the Education Committee, Finance Committee and Fundraising Committee. The Board has the duty to fundraise and Board members are expected to attend all fund raising and public events of the Board. Board members are to attend the Board's monthly meetings. The Board will have a voting Parent Representative on the Board for a 1 year term. The Board is to set and expend its budget in a fiscally sound manner to ensure that the school is fulfilling its school mission and has the adequate resources it needs to do so. The Board has to keep the school connected to the community it serves. The Board has to set the annual school budget and to preserve and expand its physical resources. The Board has final authority over all aspects of the school. The Board's sole employee is the Principal and the Board has the sole authority to hire, oversee, evaluate and fire the principal. The Board has to set its annual meeting. The Board has to respond to all parent, staff and community complaints and participate in the grievance process of these complaints and follow the protocol of the By-laws governing the grievance process. The Board has to hear the appeals of student's parent regarding the suspension of school students. The Board has to schedule, publicize, prepare and implement its monthly meetings and will hold them in accordance with the open meeting law. Board minutes must be archived and published on the school's web site. The Board in accordance with its By-laws can delegate its responsibilities to others who have expertise to

support the Board. The Board has a duty to recruit new Board members. In that duty the Board need to select from candidates that have been recruited based on established Board criteria. Benchmarks will include an updated resume that supports holding a trusted community position. The Board must have a quorum and interview the candidates on the same date and a scheduled time asking the prospective Board members the same questions and score their responses using the same Board crafted rubrics. The Board will then consider the professional experience of the candidates, their response score and then hold a discussion and vote for their selection in Executive Session. A simple majority of the Board members present is sufficient to elect the prospective Board Member. The Board will then submit the proposed Board members name to the Board’s authorizer pending approval of the authorizer. The Board will place the parent association president as parent representative on the Board. The Board must assess itself and the members of the Board should assess themselves and submit to Board development to ensure that the school’s educational mission, educational goals, AYP & NYSED performance benchmarks are being met. The Board is solely accountable for the school as it relates to the Board of Regents as its chartering authorizer.

Proposed Trustee	Voting	Position on the Board of Trustees	Length of Initial Term
Sam Hiranandaney	Y	President	3 years
Lalit Chabria	Y	Vice President	3 years
Patricia Sanders, Ph.D.	Y	Chairperson, Education Committee	3 years
Priti Jain, M.D.	Y	BOT	3 years
Quddus A. Mohammed	Y	Chairperson, Finance Committee	3 years
Phillip Noel Musico, Esq.	Y	Chairperson, Executive Committee	3 years
Parent Representative	Y	BOT	1 year

C. Management and Staffing:

The Board of Trustees hires the Principal. The Board evaluates the Principal and has the sole power to hire or fire the Principal. The Principal is the sole employee of the Board. The Principal has the sole authority to hire and fire all school personnel. The Principal is to maintain, promote and improve the academic standards listed in the Charter. The Principal is to attend the monthly Board meeting presenting Data and defining action plans to address decisions to align professional development and student interventions to increase student achievement. The Principal will provide the Board with the Annual School Plan. The Annual School Plan is collaboration between the parents, some Board members and the school’s professional development team. The Board will collaborate with the Principal to create a Principal Performance Check List, which will be used in part of the Principals evaluation. The Principal is responsible overall for the planning of professional development of the teachers, data driven decision making, aligning assets and resources to support increased teaching and learning. The Principal recommends to the board academic policies and educational initiatives aligned to the goals and objectives of the school’s charter and the school’s mission. The Principal will hire a Director of Operations who will supervise the office staff and school aides. The D.O will be responsible for and manages all non-instructional functions of the school including but not limited to operations, student systems, finance, staff recruitment and benefits, student recruitment and technology. The D.O.is responsible for overseeing custodial, security, food service and nursing services staff and vendors. The D.O. supervises all non-instructional staff. The D.O. reports to the Principal. The Principal will hire an Assistant Principal who will be responsible for the school in the Principal’s absence. The AP will be responsible for the informal

and formal observation of the teachers. All Formal observations will include a pre-observation conference where details of the lesson will be discussed. The Post-observation will be conducted as practically as possible to the date of the observation. A written report will be filed again as close as possible to the observation. Informal Observations will be conducted on an ongoing basis with a written report discussed as close to the informal observation as possible. Teacher feedback is encouraged as it is critical to the development of the teacher. The AP will professionally develop the staff on the use the Danielson Teaching Framework and align the observation practice of the NYSED APAR?. The AP will represent the Principal on the PPT. The AP will be part of the school's Professional Development Team. There will be an ELL and SpEd coordinator whose work and duty will be to work to ensure that all students are getting their related services and that all aspects of the students IEP's and ELL are being met. They will make certain that all compliance issues are being met and that all reports are accurate and ready for a timely filing. They will work with their department teachers supporting them and working and planning with them based on their students IEP's and ELL requirements. They will also do interventions for their students. There will be a guidance counselor who will address the academic and social emotional challenges that our students face. They will conduct individual and small group instructions. They will respond to students in crisis. They will participate on the school's PPT. They will advise the students on career and college readiness. They will be available to meet with parents. They will perform grief counseling when necessary. There will be an Academic Intervention Specialist/Grade Advisor for each grade. They will be actively assisting the teachers and students for increased student achievement. They will work as a team with the professional development team and the PPT. In order for us to keep our commitment to service and retain our targeted student population we decided to create the position of Coordinator for Recruitment, Retention, & Parent Involvement. During our Public Hearing and public meetings we attended there was always a few comments that parents did not feel welcome at their students school. The other pervasive comment were that the schools did not offer what the parents and students need such as someone to care for them and their children. The CRRPI will connect the students and their families with the school's partner's CBO's that will provide additional support for the families. The CRRPI will also connect the parents who need to complete their education program with a partner organization that will help them earn their GED. Teachers, Teacher assistants work together collaboratively, planning and delivering instruction based on student data. Teachers supervise the Teacher Assistants. Aides supervise students in the lunchroom, are stationed outside bathrooms, and distribute supplies & materials.

To aid in staff recruitment, we will work to forge a relationship with the education departments of all local Teaching Colleges. Board Members Sanders in her role as President Emeritus of a major local University to leverage her deep professional ties to colleagues to inform their Education Departments about having employment opportunities at our school. We will advertise in the New York Times Classified section and use the support network of the Charter School Center not sure of name. We will offer 12% above the UFT-DOE salary scale as the teachers will work an extended day ana month in August. We will retain our staff by cultivating a Team Ego. Teachers will be valued. Teachers will have an opportunity to participate in the creation of the school's the Annual School Plan. We will recognize teachers for their contributions to the school and their students' success. They will be supported through extensive, meaningful and connected PD. They will work collaboratively and feel engaged in the school's success. Teachers who have left the profession site lack of support as the number one reason for leaving the profession. We will match up to 3% the Teacher's contribution to their

401K each year when they return for another year.

C.1. Charter Management Organization: Our school will likely contract the services of the highly regarded Charter School Business Management Company (CSBM). In accordance with our performance-based philosophy, our Board of Trustees' finance committee & School Leader will periodically/annually assess the level of support provided by this collaboration & make changes as necessary. The School Leader, Director of Operations, & CSBM staff will compose a financial report summarizing the current budget & assessing financial policies/procedures compliance to present to the Board of Trustees at the monthly Board meeting.

C.2. Partner Organization: Our school has no partner organizations; we have worked instead to cultivate supportive relationships with CBOs & institutions of higher education that support our school & its mission.

D. Evaluation

We will have a data dashboard that with all pertinent data (student standardized test scores, Interim assessments, school created assessments, Project Based Learning portfolio assessment, Student Educational Plan data, attendance, all disaggregated so the school can measure progress for all students including "at risk" populations. We will also use Walk Troughs, Observations both formal and informal and teacher evaluations all in alignment with the Danielson Teaching Frameworks and the Professional Development Plan along with the student data will provide us with data regarding teacher effectiveness and student progress. The pit fall for many schools has been having a process and the time to effectively analyze data and use it to drive instruction and make data driven decisions. We have programmed a daily period for teachers to engage in data analysis and planning. There is an early dismissal on Friday's, as reflected in our school schedule, for P.D. based on data analysis determined needs. We also will be driven by our annual school plan with objectives in alignment with our charter. Our school plan will have objectives with strategies to meet the objective and a formative and summative assessment aligned to each objective. Our Annual School plan format for each objective follows:

Annual Objective; Action Plan; Strategy No.; Resources Needed; Responsible Person/s; Time Frames; Evaluation (both Formative and Summative); Follow Up / Modifications. Our Data Analysis Team, meeting once a week and School Enhance Committee, meeting once every two weeks, will be critical in the data analysis and planning process which will provide us with on going data and a plan to improve instruction, student learning and teacher performance.

The Director of Operations, under the supervision of the Principal, will be responsible for ensuring the fiscal, operational and legal soundness of our school. The Director of Operations with support from Charter School Business Management (CSBM), if we contract their services, will prepare weekly, monthly and annual reports. There will be an operations meeting with the Director of Operations, the Principal and other support staff to review all aspects of operations. The Principal and Director of Operations will present to the Board of Trustees each month regarding fiscal and operational soundness. Working as a team, we will ensure compliance with the principal's checklist, employee handbook, and financial policies and procedures handbook.

Our school will have a teacher evaluation system in alignment with a quality Teacher Leader Effectiveness system. It will measure performance, recognize outstanding work, and provide focused and ongoing professional development and support for teachers and the principal. Our evaluation system will also foster a culture of continual professional growth by providing differentiated professional opportunities. Data about educator practice and student learning obtained from our evaluation systems will help inform individual decisions around recruitment, development, and retention of educators. We will implement a quality staff

evaluation system to improve instructional and professional practice and increase student learning and achievement.

We have previously mentioned using the Danielson Teaching Frameworks for use of our teacher evaluation system. We will use student progress as a primary factor in the evaluation and support of our teachers. Our observation and evaluation formats will be in alignment with Danielson. We have also previously stated how we will emphasize professional development for all staff using our Professional Development Academy, weekly PD sessions, and our 3 full-day PDs. We will also have a PD team to ensure a data driven differentiated PD plan with a PD survey implemented at the start of each year. Our Principal is an experienced supervisor but we will seek out qualified consultants to enhance our Professional Development initiative. Walkthroughs will be used to collaboratively improve instructional practice. We will use our support partners to participate in PD where appropriate. There will be a mid- & end-of- year evaluation for all staff.

The School Leader will evaluate all staff using a Danielson model of teacher evaluation. We will use the Wichita evaluation system as a model to be customized for our use. The Principal will have a customized Principal Evaluation Tool in alignment with the objectives of our charter and Annual School Plan. There will be a collaborative development of the Annual School Plan and the objectives in the Principal Evaluation Tool. There will be a summer meeting with the Principal and the Principal evaluation committee of the board. There will be a mid year evaluation and an end of year evaluation. A PD plan will be developed for the Principal. Based on data driven collaboratively developed needs.

There will be professional development for the Board of Trustees primarily on governance leadership, with a consultant hired to initiate this. The NYC Charter School's *Assessment Tool for Charter School Boards & Their Governance Effectiveness*⁶⁵ will be used as a model for Board assessment. This assessment scheme will be reviewed at the start of the year then used as a midyear & end-of-year self-assessment. We will focus on improving the Board's ability to analyze Data Dashboard to drive instruction. The Board will also be invited to participate in school PD and on the School Enhancement Committee.

All parents, all teachers, and students in grades 9-12 will take the NYC DOE Learning Environment School Survey. The School Survey measures four elements of a school's learning environment: academic expectations, communication, engagement, and safety & respect. We will also customize surveys for parents and students to get additional data regarding their needs and preferences. This will be done at the beginning of each school year. We will use a readily available survey organization such as the Survey Monkey and the Harvard Graduate School of Education's collaboration to help schools improve parental involvement. These surveys will generate data to help us plan for continuous school improvement. Family and student survey satisfaction results will be made available on our school web site, included in our monthly newsletter and discussed and presented at Board of Trustees meetings, School Enhancement Committee meetings as well as Parent Association meetings.

Organizational partnerships will be critical to enhancing opportunities for student academic and social emotional growth. We have gotten letters expressing support and future collaboration opportunities to service our students and parents. We have established commitments and will be meeting with each organization to plan for a productive partnership that will benefit our students and families. Goals will be set and strategies to meet those goals

⁶⁵ http://www.nyccharterschools.org/sites/default/files/resources/Board_Assessment_Tool.pdf

along with evaluations will be part of our Annual School Plan. We will evaluate the effectiveness of each partnership by student and or family participation rates, use of satisfaction surveys and student progress both academically and social emotionally. Satisfaction surveys for staff participating with those programs will also be administered.

Our one management service agreement will likely be with Charter School Business Management (CSBM). We will develop a yearly contract for services to be provided. The Board, Principal and Director of Operations will Measure actual performance against expected performance on a monthly basis. They will develop a strategic action plan for developing the capacity within the school to take over the functions of the management company, in this case CSBM. We will look to effectively operate in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices in alignment with Benchmark 5 of the Charter School Performance Framework.

E. Professional Development

All staff will receive comprehensive, ongoing professional development allowing them to provide students with a rigorous academic instructional program and the support & interventions necessary to develop the skills & character needed to succeed in High School and beyond. This begins with our Professional Development (PD) Academy for all new teachers and is reinforced by our daily PD/common planning periods and Friday 2-hour, school-wide PD session. All PD sessions will follow a workshop model with hands-on teacher participation. PD topics include:

- NYSED Charter School Performance Framework Benchmarks
- Danielson Teaching Frameworks
- Common Core Learning Standards for math & ELA
- Lesson Planning/Observation Evaluation formats (the skillful teacher school format)
- Advisories and the “Advisory Guide” by Educator’s for Social Responsibility
- Blankstein’s Four Cs, especially practices that promote Connection instead of Disconnection;
- Policies and procedures (Review of Staff Handbook and Student Parent Guide)
- *Understanding by Design’s* Backward design (i.e. examining desired outcomes to plan for curriculum, assessments, & instruction)
- Project Based Learning
- Using data to drive/differentiate instruction, with a focus on “at risk” students
- Teaching Literacy & Technology in the content areas. These topics are critical to meeting the goals in our mission statement & the NYSED Performance Benchmarks.

Our PD survey will be given to staff to help us meet the individual needs of our teachers. Surveys will prompt self-analysis & welcome free-ranging feedback. Sample questions include:

1. “Rate your level of familiarity concerning the following topics on a scale of 1 to 5 (1 lowest, 5 highest)” Followed by a list of the 10 PD topics itemized above.
2. “Rate your level of interest in learning about each topic on a scale...” (topics listed again)
3. “List any areas you would like support”

Our PD & evaluation will also emphasize the following:

- Formal and Informal observations will be emphasized as P.D. tools as opposed to evaluations. Three formals and multiple informals per year with prompt feedback will be done
- Walkthroughs will be used as collaborative feedback for teachers.
- Peer to peer observation

Charter High School for Academics, Character & Technology

- Our school leader will conduct demo lessons as needed. She has extensive experience with Professional Development.
- Expert consultants will be used as needed for Professional Development.
- Each staff member will have a Professional Development plan with goals and Professional Development sessions and experiences logged. Formative evaluations will be done through observations and walkthrough and student achievement (assessments, class grades). Summative evaluation will be the teacher rating derived through Danielson Teaching Frameworks.
- Support Organizations such as Unitas and Liberty Partnerships, Hostos, will help support our Professional Development initiatives.
- Our Professional Development Team and Data Analysis Team will review data for modification of our Professional Development plan and Annual School Plan as needed.
- Our collaborative planning and Professional Development sessions will encourage the sharing best practices
- Our offering of partnering with schools in our priority districts for Professional Development and sharing of best practices will be mutually beneficial to our school, as well as partners' schools.
- Our Board of Trustees will receive Professional Development in the areas of staff Professional Development but the primary focus will be on school governance
- 20 minutes of each meeting will be devoted to a mini Professional Development session.
- There will be a weekend retreat prior to the start of the school year for Annual School Plan development and review.

Our School Leaders will receive PD in areas covered by the annual school plan:

- Observations
- Team building
- Parental engagement
- Effective data analysis
- Developing an effective Annual School Plan

All Professional Development will be measured by student outcomes, such as

- Pass fail rates in subject areas
- Interim assessments
- Regents exams results
- Promotion rates
- Graduation rates
- Incident/suspension rates
- Attendance rates

The key to building our organizational & leadership capacity such that each staff member sees himself or herself as a leader, is our collaborative “team ego.” Providing support for staff, welcoming staff on a regular basis, celebrating the staff & school’s successes, working collaboratively with your teachers, establishing a School Enhancement Committee, & expanding leadership opportunities are all a part of this process.

F. Facilities

Our School will be located at 137W. 25th St. NY, NY 10001 in private space in the Micropower Career Institute. The site has an existing Certificate of Occupancy as a school. It is Barrier Free, including wheel chair access to bathrooms & a safe room approved by the Fire Department of New York. It is in compliance with safety regulations, having up-to-date fire alarm stations and smoke & carbon monoxide detection systems. No alterations to the site are necessary. We will occupy 4 consecutive floors in the building, each with 10 classrooms, 1

laboratory, 6 offices, and separate bathrooms for the students & staff, which affords us the space needed to grow to our capacity of 400 students plus all necessary staff. There are 2 common spaces that each seat 125 students (per occupancy posting by NYC's Department of Buildings), which will serve as cafeteria (there will be 2 lunch periods daily, 1 grade in each cafeteria for each period), location for Town Hall Assemblies, & gym for physical education classes & afterschool sports/recreation. Breakfast will be served in the classrooms.

G. Insurance

In keeping with operating in a fiscally sound manner, we will have insurance that will keep our school whole despite any potential liability lawsuits; in seeking insurance, as when contracting for other professional services rendered, it is our policy to obtain, at minimum, three bids. We intend to purchase a policy offering approximately the following levels of coverage: \$500,000 for property damage, \$500,000 for business interruption, \$250,000 for criminal acts, \$3,000,000 in general liability, \$1,000,000 for directors and officers, \$5,000,000 as an umbrella policy, \$1,500,000 in workers compensation, \$50,000 per student accident with \$2,000,000 in catastrophic liability coverage, & \$1,000,000 in automobile. For bus outings our school will only use carriers with a minimum \$1,000,000 per rider of their own business insurance.

H. Health, Food, and Transportation Services

Our school will be in compliance with all health laws⁶⁶ & regulations. We will require proof of immunization and obtain & file student health records upon enrollment; parents can file immunization objections on grounds of religious beliefs in accordance with the law. Our school nurse- certified in first aid & AED use- will be responsible for acquiring & maintaining student health records, aiding ill & injured students, & implementing our medication policy, as follows.

All students requiring medication during school hours must provide a doctor's note indicating said medicine & dosage/timing information and provide a parent-signed medical release obtained from our school. All medication must be surrendered to our school nurse, kept in a locked box accessible only by the nurse & school administration, and dispensed by our nurse per the directions on the physician's note. A log entry recording the student name, medicine, dosage, time, nurse's name & signature, and student's name & signature must be completed before each administration. All logs will be stored in the locked box with the medication(s).

Our school will have an automated external defibrillator (AED) on each school floor & in the nurse's office. Our nurse & two additional staff members must be certified in the use of these AEDs. As our school grows to capacity, 2 additional staff members per grade added will be required to become certified in AED use. AED-trained staff will have code blue drills where they will respond to a staged emergency at a location not previously revealed to them.

Our school will contract with the DOE's Office of School Food and Nutrition to provide our students with free Breakfast and free or low-cost (i.e. \$1.75) Lunch.⁶⁷ Of course, students may bring their own lunch (Note: All students must remain in the school for lunch.). For students participating in school activities after 5^{PM}, we will also arrange for this office to provide their snack menu. As it is our recruitment strategy to enroll 90% students who are Title1 eligible our lunches will largely be offered at no cost to our students. To assist free lunch-eligible students, we will provide application forms in our students' native language during student intakes; we will also be able to assist them in submitting these forms electronically during intake, provided

⁶⁶ NY State Health Law 2164 66-1.3 9ii2D

⁶⁷ <http://www.schoolfoodnyc.org/eatatschool/nutritionstandards.htm#getschoolmeals>

they have all necessary information available (Note: when scheduling intakes, we will alert them of the needed information to aid in digital submission during intake).⁶⁸ Our school will have a full-service food preparation area, including food storage, refrigeration, & cooking equipment.

To aid student transportation, our school will provide half- or full- fare MetroCards for based on the DOE's Office of Pupil Transportation's (OPT) eligibility determinations. As NYSED guidelines entitle schools to only 180 days,⁶⁹ our school is committed to financing MetroCards for our 10 additional days, reimbursing the OPT accordingly. Students who have an IEP modification calling for alternative transportation will be accommodated accordingly.

I. Family and Community Involvement

The Applicant/founding members made certain to plan for family involvement in the school. The decision was made to place the parent association president on the Board for a one year term with full voting rights was based on our desire to respond to parents we met and surveyed that indicated that they wanted to have family involvement in our school. We will provide a room to be exclusively used by the Parents Association. By our By-Laws all parents are automatically members of the Parents Association. We will mail to all Parents the monthly newsletter from the Parents Association. The Parents Association will have a link to the School's Web Site so we can expect maximum Parents Association involvement. The School will also send a letter from the school on a monthly basis called the Principal's Report. The school will also send the Parents Association and Principal's Report to all families email address. The Parents will be participating on the School Enhancement Committee and have a vital role in creating the Annual School Plan. The ASP is used in part to evaluate the Principal thus empowering the parents in holding the Principal accountable for their children's achievement. We planned for sought and gained the support of UNITAS a community service provider that has pledged to support the families with social treatment and counseling addressing familial concerns. The Hopes and Dreams Foundation pledged to pay for the students College Road trip to Philadelphia in the early fall of their Freshman year. In our survey's parents and community visits parents indicated a need to have their children made college ready. Bronx Community College pledged to support to service the students and their families through unique educational program brings the students to their campus for study and enrichment. Additional guidance support will be given to the students in participation with the Hostos Community College Liberty Partnerships. The school will have a Coordinator for Recruitment, Retention, & Parent Involvement to support Family involvement at the school. We planned for effective Parent workshops held during and after school hours and broadcast via inter-net and will be archived and made available for future viewing. Parent classes conducted on site by Medalliance for health, food, nutrition and exercise will be held. Computer literacy classes for parents were planned for and will be conducted by Micropower Career Institute. Finally, we will survey the students and their families twice a year. This will be used as data to assess our alignment of our mission to parent and student satisfaction and provide them the opportunity to make suggestions. The parents will be able to leave their comments, concerns and ideas on our school web site. We planned for this school with community involvement. We met with community members at Community Board Meetings, Community Education Council Meetings and at Parent Association

⁶⁸ <https://www.applyforlunch.com/Application>;

http://www.schoolfoodnyc.org/user_view/language_view.aspx?key=1041

⁶⁹ <http://schools.nyc.gov/NR/ronlyres/C6CDCECD-66B4-46C6-B5D2-1480BADE0271/0/NPSISTransportationPracticesandProceduresGuide0111.pdf>

Meetings. We met & collaborated on our school plan with local elected officials who wrote letters of support for the school's charter approval. We will continue to work with these constituents to keep our school connected to their community.

J. Financial Management

The oversight responsibilities of the financial management of the school is headed by the Principal. Ultimately that results in his duty to ensure that the school's financial records are protected. The Principal will make monthly financial reports to the Board's Finance Committee. The Principal will have oversight responsibilities for the financial management of the school and will be responsible for the protection of the school's financial records with oversight from the School Leader will be supported in implementing all financial matters by the D.O. and a representative from our likely charter management office, Charter School Business Management Company. A CSBM representative will establish protocols & professionally develop the Director of Operations who, with oversight from the CSBM Rep, will prepare all financial statements in accordance with Generally Accepted Accounting Principles (GAAP). Every fiscal year financial statements will be prepared & include a statement of financial position, a statement of activities, a statement of cash flows, a schedule of functional expenses, and all financial statements.

The Board will be responsible for hiring an independent auditor to perform an annual audit of the financial statements prepared by the D.O. and CSBM. When the audit is completed, the Finance Committee will meet with the independent auditor to discuss the report and its findings. The Finance Committee will meet with the independent auditor to discuss an action plan if the audit reveals items to be addressed for correction. A copy of the audit report and the auditor's Management Letter will be provided to the full Board and NYSED by the November 1 deadline. The Board Finance Committee will review the audit results and share them with the entire Board at their next monthly meeting disclosing the audit's findings with the public. An independent auditor will conduct the audit in accordance with GAAP.

The Board is committed to developing and maintaining fiscal policies and accounting procedures that ensure sound internal controls, fiscal responsibility and accountability in accordance with GAAP, and adherence to the Financial Accounting Standards Board rules and regulations. We will depend on CSBM a widely regarded expert charter school support system to develop institutional procedures for our D.O. and to visit weekly to oversee the orderly operation of their internal controls regarding all expenditures and income that the school has encumbered. The Principal, the D.O. and a dedicated representative from CSO will review all financial documents. Minutes will be kept of meeting and sent to the Board's Finance Chairman.

The school will use DataCation recording system to take attendance and track the funding of the Title1, SpEd and ELL students. This effort will begin with a goal 100% return of the school lunch forms. Incoming students families will fill out form during the intake conference. The Intervention Specialist/ Grade Advisor, Advisory Guide Mentors, Guidance Counselors will work with the students to award 100% class returns using many different strategies from prizes to classes and raffles. The D.O. will track and analyze the return figures for all the Title1, SpEd and ELL students as this group represents a substantial amount of money for the school. The Board has to have this data to oversee the budget and school's finance.

K. Budget and Cash Flow

The Charter High School For Academics, Character and Technology has prepared its budget in alignment with the school's mission statement and to support key parts of our plan that will lead to increased student achievement. In future years our budget will continue to be data

Charter High School for Academics, Character & Technology

driven and we will be diligent in avoiding any expenditures that are not within the spending guidelines of the funding source. We have budgeted for the establishment of an escrow account and are planning to retain Charter School Business Management to help us establish fiscally sound policies and procedures.

ACT will use Charter School Planning (CSP) grant funds in the amount of \$200,000 to pay for the expenses that ACT will incur during the pre-opening period. The Board of Trustees will fundraise an additional \$10,000. These funds will be utilized to pay for staff, including a Principal, beginning January 1, 2015, and an Operations/Business Manager and Operations Assistant /Secretary, both starting on March 1, 2015. They will be primarily responsible for implementation of the Pre-Opening plan. Non-personnel expenses will include consultants to begin the set and Charter School Business Management up of the school's comprehensive website to help us establish fiscally sound policies and procedures. We have also budgeted for a comprehensive staff and student recruitment process. One of our support organizations, Micro Power Career Institute, will make an in kind contribution of office space along with furniture, equipment, and supplies during this period.

We have made the following budget assumptions in preparing our budget:

- * School district per-pupil funding allocation will be \$13,527 per student for 100 students who will enter our grade 9 cohort in the school's first year. We do not anticipate or assume an increase following years.
- * We will budget the remainder of our CSP money (\$300,000) for the first year school's budget.
- * We have assumed that 20% of our student population percentage would qualify to receive special education revenue, consistent with the special education percentage of students in the districts we are targeting, and have budgeted accordingly.
- * We have reached a tentative agreement with Micro Power to lease space for approximately 10.5% of our first year's budget. The space is ready for use as a learning environment and has a certificate of occupancy. We have budgeted for every student to have a Tablet for instructional use in keeping with our plan of integrating technology into the content areas and our focus on Project Based Learning.

Budget Revenue assumptions:

- * For special education school district per pupil revenue payments, we assumed that 20% of total student enrollment would qualify to receive special education revenue. Consistent with the NYSED enrollment calculator, the rate would remain \$10,390 (current NYC DOE rate for 2012-2013).
- * IDEA will be received at \$1200 per pupil for all special education students (approximate rate for 2012-2013) and this rate will increase by 0% each year following.
- * For year 1, we assume that we will receive New York City DYCD funding of \$87,754.
- * Each eligible school receives a lump sum of \$51,000 and a Per Pupil allocation of \$391.
- * 90% of student enrollment would qualify for Title 1 funding, consistent with the NYSED enrollment calculator, at a rate of \$500 per student per year for a total of \$45,000.
- * Text Book (NYSTL) funding was based on 2012-13 rates of \$87 per pupil.
- * We have a teacher salary starting at \$65,000.
- * Fringe benefits and payroll taxes are set at 11% each.
- * Nursing services will be provided by a vendor. Custodian and security services are being provided by Micro Power Career Institute.

Charter High School for Academics, Character & Technology

- * Escrow funding has been budgeted. Our budget has been aligned with our charter application, and in subsequent years will be data-driven in order to best meet the needs of our students.
- * We will take care in the future to make certain that expenditures of all allocations are done appropriately.

L. Pre-Opening Plan

Pre-Opening Plan Task	Start	Finish	Personnel
Formalize election of Board Officers & Committees, approval of By-Laws, & School Leader upon Approval of Charter	Jun '14	Jul '14	Board of Trustees "Board"
Secure 501(c)(3) tax exempt status upon charter approval	Jun '14	pend. IRS	School Leader
Create curriculum aligned to Common Core Learning Standards	Jul '14	Apr '15	School Leader, Consultants
Create & implement fundraising plan	Jul '14	Ongoing	Board
Implement hiring protocols & identify positions, modify as needed	Jan '15	Jul '15	School Leader, Consultants
Secure & prepare school facility	Feb '15	Mar '15	School Leader, Board
Complete lease agreement	Jan '15	Jul '15	Board
Implement Human Resources recruiting plan	Jan '15	Jul '15	Board
Review & finalize admission, enrollment, & attendance policies	Jan '15	Apr '15	School Leader, Board
Finalize & implement parent outreach plan	Dec '14	Jan '15	Board
Finalize application policy & procedure, and lottery process	Dec '14	Jan '15	Board
Ratify school calendar	Jan '15	Mar '15	Board
Parent outreach period	Dec '14	Apr '15	Board
Review school budget on a monthly basis, making modifications as needed, to ensure fiscal soundness	Jan '15	Jun '15	School Leader, Board
Secure all insurance	Mar '15	Mar '15	Board
Recruit & hire remaining leadership staff (i.e. Assistant Principal & Director of Operations)	Jan '15	Feb '15	School Leader
Hold community information sessions; advertising campaign	Jul '14	Ongoing	Board
Order supplies, furniture, technology (i.e. hardware & software)	Mar '15	May '15	School Leader, Board
Complete application for school breakfast & lunch services	May '15	Jun '15	Board
Establish salary & benefits for all job titles	Dec '14	Jan '15	Board
Post position advertisements	Jan '15	May '15	Board
Review résumés, set up hiring database & tracking	Jan '15	May '15	School Leader, Dir. Op.
Interview applicants, according to hiring procedures	Jan '15	Jun '15	School Leader, Dir. Op.
Conduct fingerprinting/ background checks	Mar '15	Jun '15	School Leader, Dir. Op.
Finalize first year professional development schedule	Apr '15	Jun '15	School Leader, AP
Conduct lottery; process enrollment forms; dispense health & lunch forms to parents/guardians; finalize student roster	Apr '15	Jun '15	School Leader, AP, Dir. Op.
Establish/Finalize bank accounts, audit schedule, payroll, federal forms submission, and general accounting & fiscal systems	Jan '15	Feb '15	School Leader, AP, Dir. Op., Board
Establish food service protocol & determine cafeteria access	Apr '15	Jun '15	School Leader, AP, Dir. Op.
Conduct intake interviews for incoming 9 th grade cohort	Apr '15	May '15	School Leader, AP, Dir. Op., Secretary
Finalize facility improvements, telecommunications set-up	Jun '15	Jun '15	School Leader, AP, Dir. Op., Board
Establish/Finalize protocols for student records	May '15	Jun '15	Dir. Operations, AP
Request student records from feeder schools	May '15	Jun '15	Dir. Operations, AP

Pre-Opening Plan Task	Start	Finish	Personnel
Procure IEP records for Special Education Students	May '15	Jun '15	Dir. Operations, AP
Finalize & print School Handbooks for students/families & staff	May '15	Jun '15	Dir. Operations, AP
Collect completed registration, lunch, health & contact info forms	May '15	Jun '15	Dir. Operations, AP
Finalize/Distribute organization chart, Staff Handbook	May '15	Jul '15	Dir. Op., Secretary
Finalize/Conduct Summer Preparatory Academy	May '15	Jul '15	Dir. Op., Secretary
Conduct Professional Development Academy (10 days)	Aug '15	Aug '15	Dir. Op., AP, Staff

M. Dissolution Plan

Our school will always be in full compliance with our authorizer, the Board of Regents of The University of the State of New York, and with the NYSED Charter School Office. Thus our dissolution plan is aligned with the *Closing Procedures Guide and Checklist for New York State Charter Schools Authorized by the Board of Regents*⁷⁰. A Transition Team that includes (a) NYSED CSO representative(s), all school Trustees, & school teacher representatives would be formed. The Transition Team will ensure that student & family needs are prioritized at all times.

Immediately upon dissolution, our school would send letters to our students, parents, & staff; post a press release; & release a statement on our website informing all parties of the closure, of local charter, public, private, & parochial schools that can serve our students & families moving forward, and of a special Board of Trustees meeting to announce the school’s closing & address all related inquiries; the letters & release will be aligned to NYSED sample letters. We would inform local elected officials, Community Boards, & Community Education Councils of the school’s closing. We would send letters to the DOE Chancellor and Community & High School Superintendents of each district informing them that incoming & current students will need placements and arranging to carry out our action plan for the expedited transfer of student records. We would alert the DOE’s Committees on Special Education’s charter school branch of the closing and ask for a meeting to discuss the placement of our special education students and arrange for their related services. We would write to landlords, creditors, and all others who have a fiduciary relationship with our school to address their concerns in accordance with our closing plan. The \$75,000.00 in escrow would be managed in a fiscally sound manner. The Board pledges its absolute & total support to working effectively with the Transition Team to keep our students’ needs first and foremost.

⁷⁰ <http://www.p12.nysed.gov/psc/documents/nysed-charter-school-closing-procedures.pdf>

ATTACHMENT 1

Admissions Policy & Procedures

The Charter High School for Academics, Character and Technology shall not discriminate against or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, gender, gender orientation, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, national origin, religion or ancestry. A school may not require any action by a student or family (such as an admissions test, interview, essay, attendance at an information session, etc.) in order for an applicant to either receive or submit an application for admission to that school. The school will ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and § 2854(2) of the New York Education Law governing admission to a charter school.

Eligibility Criteria:

It is our school's priority to recruit, enroll, & retain an equal or larger proportion, as compared to city averages, of Special Education (SpEd), English Language Learner (ELL), Title I, & overage, under-credited students. To aid recruitment, we will continue to canvas students & families residing in school districts 1 in the Lower East Side of Manhattan, 4, 5, & 6 in upper Manhattan, 7, 8, 9, 11, & 12 in the South Bronx, and 14 in Greenpoint & Williamsburg, Brooklyn. Many of these community school districts contain close to 90% Title I eligible students and substantial numbers of our other priority populations. Our school is planning to have ninety percent of all incoming 9th grade classes be students from these target districts; a lottery will be used to select students for these seats. The remaining 10% of seats will be reserved for students residing in other New York City school districts and will be filled through a second, independent lottery. While we will make all attempts to have our admissions policy guarantee this 90:10 ratio, our sibling enrollment preferences might lead us to diverge slightly from this residence ratio; all siblings of current students will be guaranteed admission and all siblings applying for admission at the same time will be granted admission concurrently upon one sibling being accepted through our lottery process. Each applicant must be a resident of New York City at the time of application. Proof of residency (except in the case of homeless students) in two of the following forms must be provided:

- Utility bill (gas or electric) for the residence; must be dated within the past 60 days
- Water bill for the residence; must be dated within the past 90 days
- Original lease agreement, deed, or mortgage statement for the residence
- Current property tax bill for the residence
- Official payroll document from an employer (example: payroll receipt); must be dated within the past 60 days
- Document or letter from a federal, state, or local government agency indicating the resident's name and address (example: document from Internal Revenue Service (IRS), City Housing Authority, the Administration for Children's Services (ACS)); must be dated within the past 60 days.

Application and Admission Periods and Procedures:

Charter High School for Academics, Character & Technology will hold a recruitment period for students entering the school each year. In Year 1 (2015-2016), we will enroll grade 9 students. In subsequent years, while we anticipate retaining & promoting the vast majority of our

grade 9 students into grade 10, we will fill any 10th grade seats that have emptied due to student attrition. Accordingly, in subsequent years our school will also hold a recruitment period for transfer students. In accordance with the New York Charter Schools Act, applications for new & transferring students will be accepted from February 15th through April 1st annually; applications submitted after April 1st will not be considered for admission. Applications can be submitted in person or online and can be faxed, mailed, or emailed as an attachment. All completed applications will be stamped by the school staff to indicate date of receipt. Applicants must provide proof of eligibility by the parent/ student intake conference.

Lottery Procedures:

If the number of submitted applications of eligible students for admission to The Charter High School for Academics, Character and Technology exceeds the capacity of the grade level of our school, students shall be accepted for admission from among such applicants by a random selection process (lottery) pursuant to the requirements of state law. If there are still seats available after the lottery due to parents turning down a placement, we will go to a waiting list of students, which is also randomly generated through our student lottery, until all seats are filled. If seats still remain available we will admit students on a first-come, first-served basis. We shall provide comprehensive public notice of the date, time and place of the lottery, as well as the number of spaces available each year by grade level, consistent with Public Officers Law §104. Given sufficient applications, a public lottery will be held between April 6th and April 15th each year. Consistent with 8 NYCRR 119.5, the person(s) conducting the selection of lottery applicants or acting as an impartial observer of the selection of lottery applicants shall not be a board member or employee of the school, or a parent, person in parental relationship, grandparent, sibling, aunt, uncle, or first cousin of any applicant to the school or of any pupil enrolled in the school. In accordance with NYS Education Law §2854(2)(b), the lottery shall be held in a space that is open and accessible to the public and capable of accommodating the anticipated number of attendees. The random process used in the lottery shall be generated by a traditional lottery ball system, technology-based software, paper ticket process, or other methodology that generates random results. After our enrollment capacity is reached, we will continue to draw names for the waitlist. We will maintain a waitlist with the names of students in the order they are selected at the lottery.

When space becomes available in our 9th & 10th grades, either before or during the school year, applications will be pulled from the waitlist in order and calls will be made to parents offering admission. The school will stop filling vacancies created during the school year on October 31. The waitlist is subject to the same preferences as the lottery. Parents will be required to accept placement within 48 hours of the phone call or their space will be forfeited. Before and during the school year, names on the waitlist are considered active until the name is pulled from the waitlist (and a parent either accepts or declines the offer) or a parent withdraws their child's name; the waitlist will expire annually on November 1.

Lottery Preferences:

Our lottery preferences are listed in Section 2 Eligibility Criteria. When it comes to the sibling preference, siblings are defined as children with at least one shared parent or legal guardian. Legal proof of guardianship is required to receive sibling preference. Legal proof of guardianship can be in the form of a birth certificate, with name of parent submitting an application listed on the certificate, or court documentation from the State of New York

verifying legal guardianship.

Lottery Documentation:

The Charter High School for Academics, Character and Technology shall document the lottery process and waitlist, and keep accurate records of their waitlist containing, the names, home addresses, telephone numbers, and grade levels of students who entered the lottery, but did not gain admission. We will make such records available to the State Education Department, New York City Department of Education and/or the charter authorizing entity upon request. Records shall be sufficiently detailed to enable the reviewer to identify the process used, compare the process used to the lottery procedures contained in the charter school's charter, and determine that the procedures used were consistent with those set forth in the charter.

Procedure for Removal or Withdrawal of Students from Enrollment

No pupil shall be dropped from enrollment unless he or she has been absent 20 consecutive school days and the following procedure is complied with: The Principal shall schedule and notify, in writing and at the last known address, both the student and the person in parental relation to the student of an informal conference. At the conference the principal or superintendent shall determine both the reasons for the pupil's absence and whether reasonable changes in the pupil's educational program would encourage and facilitate his or her re-entry or continuance of study. The pupil and the person in parental relation shall be informed orally and in writing of the pupil's right to re-enroll at any time in the public school maintained in the district where he or she resides, if otherwise qualified under this section. If the pupil and the person in parental relationship fail, after reasonable notice, to attend the informal conference, the pupil may be dropped from enrollment provided that he or she and the person in parental relation are notified in writing of the right to re-enter at any time, if otherwise qualified under this section. In addition a parent will be notified on a daily basis if a student is absent. Our Parent Liaison/ Student Recruitment and Retention Specialist will coordinate outreach to minimize situations leading to excessive absences and or withdrawal from the school. Parents may choose to withdraw their students from ACT at any point by submitting ACT'S Intent to Withdraw form. The withdrawal process is complete when the signed Intent to Withdraw form is returned to the main office and is logged into the appropriate data systems. If a parent/guardian's signature cannot be obtained, then the student is considered officially withdrawn only after enrollment at the new school is confirmed. Once the student is officially withdrawn, the student's file is moved from the current active student file to a withdrawn student file. Withdrawn student files are locked in a secure operations office and filed by the year of withdrawal.

ATTACHMENT 2

Samples of Evidence of Community Outreach

The Charter High School for Academics, Character and Technology is submitting a proposal to the New York State Education Department to open in the Fall of 2015. We will be located at 137 West 25th Street, New York, NY 10001 Between 6th and 7th Avenue.

The Charter High School for Academics, Character and Technology esta sometiendo una propuesta al Departamento de Educacion del estado de Nueva York para abrir en el otono de 2015. La escuela Estara localizada en 137 West 25th Street, New York, NY 10001 Between 6th and 7th Avenue.

School Mission: Charter High School for Academics, Character & Technology believes in high expectations for all students, especially those overcoming disabilities, poverty, language barriers, & past academic struggles. We will provide a curriculum that focuses on the Common Core Learning Standards and addresses individual student needs within a safe & nurturing environment. We will enable all students to achieve academically at a high level, as measured by the common core standards and state standardized exams, and will prepare all students for post-secondary school success or career readiness. We will achieve this by being data-driven, working collaboratively (staff, students, parents, trustees, and the community at large), and providing a comprehensive system of support.

Mision de la escuela: Charter High School for Academics, Character & Technology cree en altas expectativas para todos los estudiantes, superando incapacidades, pobreza, barreras del idioma, y pasadas luchas académicas. Proporcionaremos un currículo que se centra en los estándares de aprendizaje comunes y responde a necesidades individuales de los estudiantes dentro de un ambiente sano y que provee el crecimiento. Ayudaremos a todos los estudiantes para alcanzar académicamente a un alto nivel, medido por exámenes estatales estandarizados y los prepararemos para obtener éxito después de la enseñanza secundaria y en sus carreras. Lograremos esto basándonos en datos, trabajando en colaboración (personal, estudiantes, padres, administradores y la comunidad en general) y proporcionando un sistema integral de apoyo.

We are inviting the community to attend a **public hearing** where the school program will be presented and comments and suggestions from the public will be welcomed and incorporated in our proposal.

Estamos invitando a la comunidad a asistir a una **audiencia pública** en la cual el programa de la escuela se presentará y comentarios y sugerencias del público serán incorporado a nuestra propuesta.

The meeting will take place on **Wednesday, March 19th, 2014 at 6:45PM at 977 Fox Street Bronx, N.Y. Please enter at Tiffany Street.** Refreshments will be served. We look forward to seeing you and discussing our school proposal!

La reunión tendrá lugar el **19 de marzo a las 6:45 P.M. , en 977 Fox Street, Bronx, N.Y. Entre por la calle Tiffany.** Se servirán refrescos. ¡Les esperamos!



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Están bienvenidos a visitar y recorrer el lugar donde la escuela estará localizada el viernes, marzo 21 a las 6PM en el 137 w. 25th Street, NY, NY entre las avenidas 6 y 7. Es fácilmente accesible por autobús y subterráneo público.





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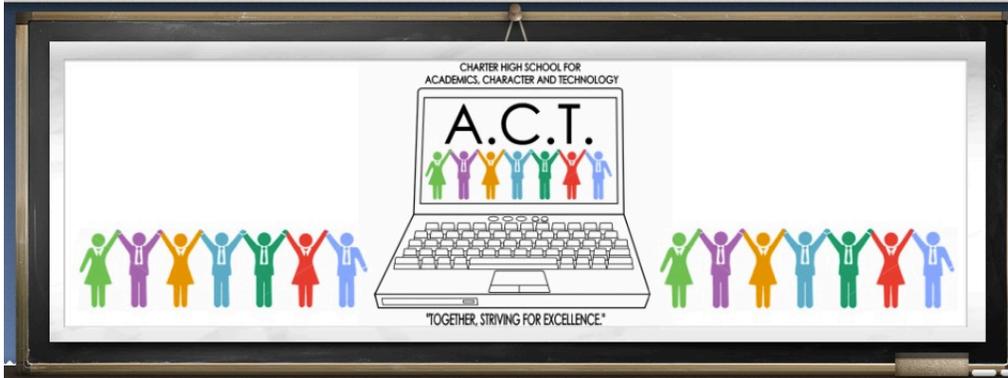
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Charter High School for Academics, Character & Technology
Greenpoint Gazette Half Page Advertisement

CHARTER HIGH SCHOOL FOR
ACADEMICS, CHARACTER & TECHNOLOGY



HOME ABOUT CONTACT **SUBMIT YOUR FEEDBACK** OUR SUPPORT PARTNERS MORE...



HELP US TAILOR OUR SCHOOL TO YOUR CHILD'S NEEDS

What school features are important for your child's success? (Please select all that apply.) *

- A small learning community & small class sizes
- A school that welcomes your participation
- Character-building education
- Technology classes that prepare your child for career success
- Classes & tutoring that help struggling students
- Classes that expand your child's learning
- Career Exploration to prepare your child for success after high school
- Class Trips & College Visits to inspire students

If you have any questions or comments about our school mission and programs, please write them here:

¿Que características de la escuela son importantes para el triunfo de su hijo? (escoja todas las que apliquen) *

- Una comunidad pequeña de aprendizaje y clases pequeñas
- Una escuela que acoge su participación
- Una educación que construye carácter
- Clases de tecnología que preparen a su hijo para el éxito profesional
- Clases y tutorías que ayudan a los estudiantes con dificultades
- Clases que amplían el aprendizaje de su niño
- Exploración de carreras para preparar a su hijo para el éxito después de la escuela secundaria
- Viajes y visitas a las universidades para inspirar a los estudiantes

Comentarios, preguntas, y sugerencias:

If you have any questions or want a response from one of our school's founding members, please leave your name and contact information.

Name:

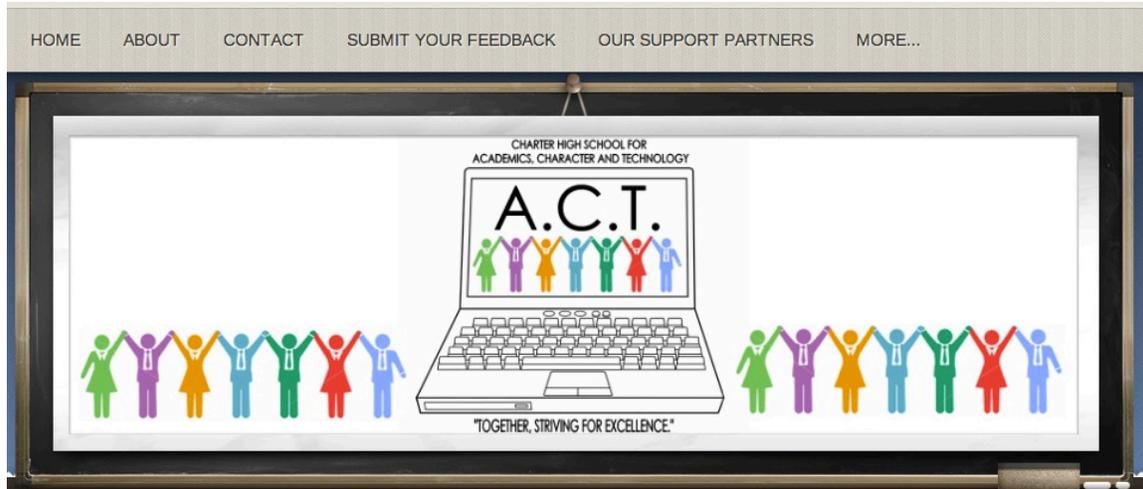
First Last

Email:

Phone Number - -

Submit

Charter High School for Academics, Character & Technology Greenpoint Gazette Half Page Advertisement



UPCOMING COMMUNITY EVENTS



WEDNESDAY, MARCH 19 AT 6:45PM

Connect with our school, learn more about our core values & key school features, and offer feedback on aligning our initiatives to student needs.

977 Fox Street, Bronx NY 10459

[Get Directions](#)



FRIDAY, MARCH 21 AT 6:00PM

See our future school location, meet our founding members, and join us in a discussion of how our character-building education, focus on technology, & expanded learning opportunities will guarantee the success of every one of our students.

137 West 25th Street, Manhattan NY 10001

[Get Directions](#)



THURSDAY, APRIL 10 AT 7:00PM

Join us in a discussion about our school mission & key instructional features at Bronx Community Board 9's Education & Youth Committee Meeting.

1967 Turnbull Avenue Bronx, NY 10473

[Get Directions](#)



THURSDAY, MAY 8 AT 3:00PM

Learn more about our school mission & program as we appear before Bronx Community Board 1's Education & Youth Committee. Please join us as we will also be seeking community insight about current student needs as part of our continuing efforts to improve our school's ability to increase student learning & achievement.

3024 Third Avenue Bronx, NY 10455

[Get Directions](#)

Charter High School for Academics, Character & Technology Greenpoint Gazette Half Page Advertisement

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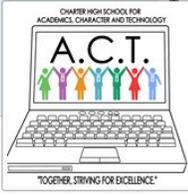
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Charter High School for Academics, Character & Technology is on Facebook.

Connect with Charter High School for Academics, Character & Technology, sign up for Facebook today.

Sign Up
Log In



Charter High School for Academics, Character & Technology

61 likes · 50 talking about this

Education

Charter High School for Academics, Character & Technology believes in high expectations for all students.



Photos



61 Likes



Events

About Highlights ▾



Charter High School for Academics, Character & Technology
March 15 · Edited

School Mission:

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Like · Comment

Vivian Rivera McElhearn, Karmen DeVille, Kenneth Abbott and 2 others like this. Top Comments ▾



Vivian Rivera McElhearn Sounds like a good thing to me! Love that they work with the children overcoming disabilities, poverty, language barriers & past academic struggles, especially with the Common Core being controversial. Although I know the reason behind it is to have S... See More

1 · March 18 at 6:38pm

2 Replies



Vivian Rivera McElhearn Thank you about my son. He is very focused and goal oriented. He is graduating with a bachelors degree in Business Economics, with a minor in Finance and a concentration in computer sciences. He also had 3 years of accounting until he changed his major... See More

March 18 at 8:33pm

View 4 more comments

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SharonSpann SchoolLeader
Remember to join us tomorrow as we discuss our sch...
 1 1 · March 20 at 3:31pm



SharonSpann SchoolLeader
Thank you to everyone who offered their input at our ...
 1 1 · March 19 at 8:20pm



SharonSpann SchoolLeader
I'm looking forward to seeing everyone at tonight's ...
 1 1 · March 19 at 12:27pm



SharonSpann SchoolLeader
Looking forward to discussing our school's progra...
 1 1 · March 18 at 11:28am



Stuart Austein
THIS SCHOOL WILL SUCCEED BECAUSE FIRST AND FOREMOST, I...
 1 · March 17 at 3:31pm

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Charter High School for Academics, Character & Technology created Bronx Communit...



SharonSpann SchoolLeader ▶ Charter High School for Academics, Character & Technology

March 20

Remember to join us tomorrow as we discuss our school mission & programs at the future home of our school. I look forward to speaking with everyone at 6:00pm tomorrow.

Like · Comment · Share

Charter High School for Academics, Character & Technology likes this.



Charter High School for Academics, Character & Technology



Charter High School for Academics, Character & Technology
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 Charter High School for A...

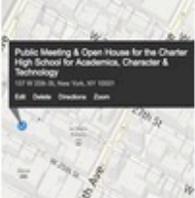
Upcoming Events · Past Events

 **Bronx Community Board 9:
Education & Youth Meeting** 1967 Turnbull Avenue Bronx, NY 10473 [Join](#) · [Share](#)
Thursday, April 10, 2014 at 7:00pm in EDT
2 guests

 **Bronx Community Board 1:
Education & Youth Committee
Meeting** 3024 Third Avenue Bronx, NY 10455 [Join](#) · [Share](#)
Thursday, May 8, 2014 at 3:00pm in EDT
2 guests

 Charter High School for A...

Past Events · Upcoming Events

 **Open House & Public Meeting** 137 W 25th Street, NY, NY
Friday, March 21, 2014 at 6:00pm in EDT
2 guests

 **Public Meeting** 977 Fox Street Bronx, NY; Enter at Tiffany Street; Entre por la calle Tiffany
Wednesday, March 19, 2014 at 6:45pm in EDT
2 guests

Charter High School for Academics, Character & Technology Greenpoint Gazette Half Page Advertisement



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March 15 · Edited

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👍 1 · March 18 at 6:38pm

 **Sharon Spann SchoolLeader** Dear Vivian, Thank you for sharing your feedback and insight. It is very important for us at the school to help all students get the individualized attention and comprehensive social-emotional supports that they need when facing challenging material like the Common Core. Also our school will be citywide, so our central Manhattan location and our city's great Staten Island ferry service makes it easy for students hailing from that borough to join us in making our school great. -Sharon Spann, proposed School Leader & Lead Applicant
👍 1 · March 18 at 8:03pm · Edited

 **Sharon Spann SchoolLeader** Vivian, Please consider taking our school survey at <http://charterhighschoolforact.weebly.com/submit-your-...> I would love to hear more about your insights & how we can use them to help make our school stronger. And please help us spread the word about our school & its mission. Thank you, Sharon Spann, proposed School Leader & Lead Applicant

SUBMIT YOUR FEEDBACK
charterhighschoolforact.weebly.com

Charter High School for
Academics, Character & Technology
👍 1 · March 18 at 7:57pm

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March 18 at 8:33pm

Vivian Rivera McElhearn I took the survey. My feedback is there. Thank you.
March 18 at 8:17pm

Vivian Rivera McElhearn Hello Sharon, I'm glad you appreciated my input. I could definitely help spread the word if this page could be shared. But I will definitely share it with my friend who is battling for her kids regarding Common Core. My son is 22 and graduating From the State University of Oneonta in May. I thank God I didn't have to deal with Common Core, or I personally could not have helped him with that ridiculous "critical thinking" math. I feel for so many if these younger mothers & especially their children, they actually take photos of the math problems & post them on FB.....most of the Mom's don't know the answers either??? They are frustrated, but not many of them care enough about the situation to get involved & speak up like my friend? I'm no idiot & I have only a H.S. diploma, but I was good at math. Made my way up the corporate ladder of Wall Street. I was lucky I was born in a different era....
March 18 at 8:06pm

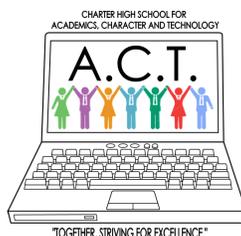
 **Sharon Spann SchoolLeader** We have been hearing some similar feedback about parents not being able to support their students as well as they want to. Our school is planning to offer parent workshops that help them better understand our instructional activities and empower them to assist their struggling students with Common Core content. These parent workshops will be held during school hours & in the evenings to accommodate all family schedules. We will also be recording these workshops
👍 2 · March 18 at 8:19pm

 **Sharon Spann SchoolLeader** & posting them online for those parents who can't make it to the school or who need some reinforcement when helping out their children.
👍 1 · March 18 at 8:20pm

[View more replies](#)

Vivian Rivera McElhearn I hate auto correct!! Sorry for the flubs, but you get my drift....
March 18 at 6:40pm

Charter High School for Academics, Character & Technology
Greenpoint Gazette Half Page Advertisement



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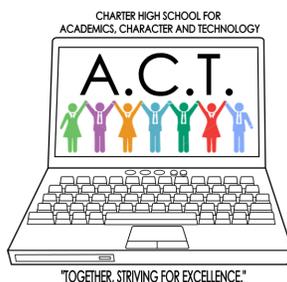
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Principal Sharon Spann at: s Spann@schools.nyc.gov or By Phone at 917 319 5914.

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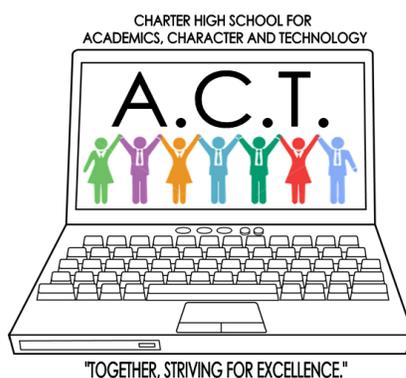
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Visítenos en FACEBOOK en. The Charter High School for Academics, Character and Technology
Apreciamos sus comentarios y sugerencias. ¡Gracias!

Charter High School for Academics, Character & Technology
School Flyer



CHARTER HIGH SCHOOL FOR ACADEMICS, CHARACTER & TECHNOLOGY (ACT)

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Charter High School for Academics, Character & Technology
Greenpoint Gazette Half Page Advertisement

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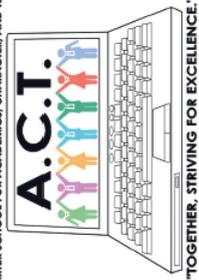
Or visit us on the web to learn more:

CharterHighSchoolforACT.weebly.com
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Bronx Times Half Page Advertisement

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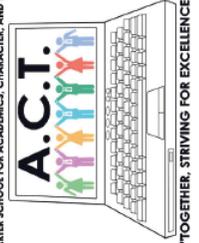
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Apreciamos sus comentarios y sugerencias. ¡Gracias!



Collaborative Education Programs
Office of Academic Affairs
Butler Hall Room. 208
Ph. 718.289.5952
Fax 718. 289.6022

Bronx Community College
of the City University of New York
2155 University Avenue
Bronx, New York 10453

March 13 2014

Letter of Support for Charter High School for Academics, Character & Technology (ACT)

The Collaborative Educational Program Department at Bronx Community College is the umbrella office for BCC educational initiatives focused on developing partnership and collaboration with various public schools throughout the Borough. The collaborative programs at BCC service children and families from Pre-K through twelfth grade.

As part of the Office of Institutional Advancement, Collaborative Educational Programs are an active and visible component of the College's effort to build community strengths and attract students to the campus. Collaborative Education is a part of the larger BCC mission "to be responsive to community needs" as well as provide families and children with access to the wealth of educational and social resources available at the College.

The Collaborative Education Programs Office is enthusiastic in our support of the goals and vision of the **Charter High School for Academics, Character & Technology (ACT)**. Throughout the years we have endeavored to be a part of campus and community based efforts that focus on the need for learning options for children and families within the Bronx. Recent studies have documented that the Bronx is failing in its efforts to address the widening learning gap faced by children. Collaborative Education is eager to partner and support ACT.

We are well aware of the debates around school closures, new smaller schools, and the arrival of charter schools in the Bronx. In all honestly our vision is simply to effectively partner with well lead, academically rigorous, and community responsive schools. ACT is endeavoring to effectively establish itself as valuable educational institutions in the Bronx.

We are confident that the ACT design will greatly compliment our current academic outreach and support initiatives. We also would encourage that ACT become a member within of our Bronx Collaborative Education Network which consist of local schools, community based groups, and arts institutions. Most of our current programs are focused on middle and high school students. The ACT focus on strengthening student character in addition to academic and technology skills is both timely and critical to the development to the entire student as citizen.

Collaborative Education Programs will assist in building partnerships with ACT through BCC academic departments, coordinating workshops, outreaching community groups, and hosting student and teacher focused activities at BCC.

All of our resources that could potentially support the goals of ACT would be available. We view ACT as being highly relevant to our broad goals. The school will bring new practices,

Charter High School for Academics, Character & Technology

curriculum learning concepts, and instructional strategies that support the further strengthening of the Bronx instructional community.

We are confident that the **Charter High School for Academics, Character & Technology** will compliment our current academic outreach and support initiatives. The office of Collaborative Education Programs remains committed to being a resource to the **Charter High School for Academics, Character & Technology**.

With full commitment I submit this letter of support and encouragement.

Sincerely,

A handwritten signature in black ink that reads "Gene Adams". The signature is written in a cursive style with a large initial "G" and "A".

Gene Adams
Director of Collaborative Education Programs



New York Hispanic Clergy Organization, Inc.
1437 Longfellow Avenue, Bronx, New York 10459
Tel. (718) 328-8901

Executive Committee

Senator Rev. Rubén Díaz
President
Rev. Dr. Andy Torres
1st Vice-President
Bishop Nicolas Angustias
2nd Vice-President
Rev. Dr. Luis Serrano
Secretary
Rev. Lourdes Perez
Sub-Secretary
Rev. Byron Castillo
Treasurer
Rev. Juan Manzano
Sub-Treasurer

Public Relations Committee

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Sargeant of Arms

Rev. Jesus Ureña
Julio Burgos

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Rev. Leopoldo Briscoe
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Rev. Juan Lalíndez
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Rev. Abbelane Rivera
Rev. Mirna Padro
Rev. Juan Castillo
Rev. Carlos Torres
Lic. Carmen V. Sanabria
Min. Luis Rodriguez

March 24, 2014

New York State Commission
John B King
Albany, New York 12234

Dear Mr. John B King:

The New York Hispanic Clergy Organization strongly supports the proposed Charter High School for Academic Character & Technology. (ACT) The charter high school has conducted extensive community outreach to confirm the need and mass support for an educational institution. This high school has an organized plan that has a clear vision and process that will help reach students to exceed State Standards on the pathway to college and career readiness. This school focuses on serving English Language Learners; students' with learning disabilities as well as meet the needs of all students which is long overdue.

The New York Hispanic Clergy organization is extending their time and attention to meet with the planning team to reach the goals of each individual student. We are motivated to support and partner with (ACT) on designing a comprehensive plan system for each individual student in order to retain every student and help them achieve academic success. This school has developed a plan of strategies and skills to help students learn how to become problem solvers and to learn how to manage their educational career and vision for their future.

We cannot think of a more important goal than instilling the importance of collaborating with parents, teachers, and Administrators to provide the best support and guidance for the students of (ACT). We look forward to our partnership to work together in helping the students in our communities navigate through their college and career readiness Programs.

Sincerely


Reverend Ruben Diaz
The New York Hispanic Clergy Organization
President

Charter High School for Academics, Character & Technology
website: CharterHighSchoolforACT.weebly.com
Facebook.com/CharterHighSchoolforACT
e-mail: CharterHighSchoolforACT@gmail.com



Dear Hopes & Dreams Foundation,

It is our hope to open the Charter High School for Academics, Character & Technology in the fall of 2015. It is our school's mission to provide future students with the social-emotional support, character-building education, and expanded learning opportunities needed to reach the high expectations that we help them set for themselves. It is our school's priority to recruit students from underserved communities who are at-risk of not attaining their educational goals, especially Special Education students, English Language Learners, and overage, under-credited students.

Our school's ability to best meet the needs of our future students would be greatly enhanced by collaborating with your foundation on providing a College Visitation program. We believe that it is important for our students to start thinking about college and career readiness from the moment that they are enrolled at our school. That message and our school's efforts to prepare our students for post-secondary success would be enhanced greatly by bringing our students on college tours where they can learn about degree programs & meet college students who were once where they are.

It is also our hope that you write a letter of support on our behalf to the New York State Education Department (NYSED) Commissioner stating some of our shared hopes for the future. As this application and all associated letters of support must be filed before March 28, your prompt response would be greatly appreciated. For your convenience, I have attached our school's Letter of Intent to charter our high school, which was approved by the NYSED, and a flyer that further describes the core values of the Charter High School for Academics, Character & Technology.

Thank you for your attention and consideration. It is greatly appreciated. I look forward to collaborating with yourself & others at Lehman College on improving the education of our city's students.

Sincerely,

Sharon Spann,
Lead Applicant, Founding Member, & Proposed School Leader,
Charter High School for Academics, Character & Technology

Hopes 'N Dreams Foundation

Bringing Dreams to Reality

137W 25th street, 5th floor NY NY 10001

(212) 279-2550 - Tel / (212) 279-2560 (Fax)

Wednesday, March 26, 2014

Hopes and Dreams Foundation Inc has provided service to the communities of New York City since the last 14 years.

Our Foundation is writing to support the approval of the Charter High School for Academics, Character and Technology. We are confident that their founding members have created a school that will ensure all prospective students' success. Our similar missions have convinced us to support the school and pledge our commitment to collaboration on the following initiatives.

We will support the Charter High School for Academics, Character and Technology in developing curriculum that promotes full understanding of the newest technological advances. Our talented mission specialists will serve as liaisons to the community and provide any support needed to spread the mission of the school within the community.

We are committed to providing Charter High School for Academics, Character and Technology students through a number of direct services. We will provide cost-free trips to other colleges and institutions that the students of the Charter High School may wish to visit to pursue higher studies. We will also provide cost-free trips to other institutions that may become necessary for the students to visit as part of their curriculum.

We look forward to collaborating with Charter High School for Academics, Character and Technology school community to ensure that their future students attain their educational goals.

Sincerely,

Lalit Chabria



137W 25th street, 5th floor
New York, NY 10001
Tel: (212) 279-2550
Fax: (212) 279-2560

Monday, March 17, 2014

Dr. John B. King, Jr.
New York State Commissioner of Education and
President of the University of the State of New York
New York State Education Department
89 Washington Avenue
Albany, New York 12234

Dear Commissioner John B. King, Jr.:

The Micropower Career Institute has provided training & education for more than 15 years in the areas of Computer Networking, Computerized Business Accounting, Medical Assistant, Dental Assistant, Certified Nurses Aide, Electrocardiogram Technician, Phlebotomy Technician, ESL-International Students, and English for Green Card & US Citizens. We operate schools & training centers at multiple locations in New York & New Jersey and provide onsite training at customer sites. Our highly skilled instructors are adept at educating our students on the latest technologies.

Our Institute is writing to support the approval of the Charter High School for Academics, Character and Technology. We are confident that their founding members have created a school that will ensure all prospective students' success. Our similar school missions have convinced us to support the school and pledge our commitment to collaboration on the following initiatives.

We will support the Charter High School for Academics, Character and Technology in developing curriculum that promotes full understanding of the newest technological advances. We will collaborate with charter school staff in delivering joint professional development that improves instruction & student outcomes through sharing best practices. Our talented instructors will also serve as guest lecturers in technology, work readiness, and computer literacy.

We are committed to providing Charter High School for Academics, Character and Technology students through a number of direct services. We will provide cost-free remediation and enrichment services both after school and on weekends. To promote student achievement and college admission, we will also provide charter school students with cost-free summer tutorials based on student demand and need. We will support the charter school's parent outreach by offering joint student-parent classes and workshops at the high school site. We will also sponsor the charter school's Technology Fair and provide accompanying awards (e.g. scholarships, computers).

Micropower is committed to supporting academically and socially ready juniors & seniors by encouraging them to take post-secondary credit courses at our Institute at no charge. For all students who enroll at our Institute following graduation, any credits earned at our Institute during their high school career will be honored towards their certificate programs. The Micropower Career Institute is committed to sponsoring a number of full and partial scholarships for select graduating students who

www.mpow.edu

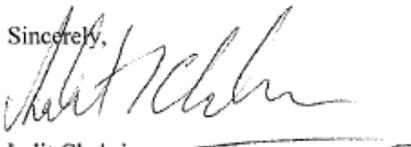


137W 25th street, 5th floor
New York, NY 10001
Tel: (212) 279-2550
Fax: (212) 279-2560

wish to attend our Institute & have already excelled in some of our courses.

We look forward to collaborating with Charter High School for Academics, Character and Technology school community to ensure that their future students attain their educational goals.

Thank you.

Sincerely,

Lalit Chabria
CEO
Micropower Career Institute

www.mpow.edu

Charter High School for Academics, Character & Technology
website: CharterHighSchoolforACT.weebly.com
Facebook.com/CharterHighSchoolforACT
e-mail: CharterHighSchoolforACT@gmail.com



Dr. Nilsa Olivero
Assistant Professor, Human Services
Boricua College
3755 Broadway,
New York, NY 10032

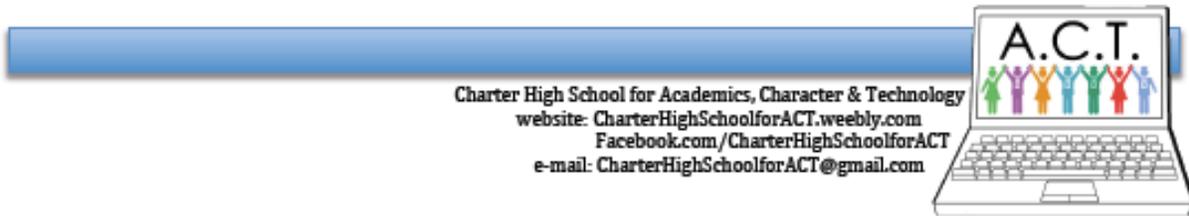
Dear Dr. Nilsa Olivero,

It is our hope to open the Charter High School for Academics, Character & Technology in September, 2015. It is our school's mission to provide future students with the social-emotional support, character-building education, and expanded learning opportunities needed to reach the high expectations that we help them set for themselves. It is our school's priority to serve students from underserved communities who are at-risk of not attaining their educational goals, especially Special Education students, English Language Learners, and overage, under-credited students.

Our school's ability to best meet the needs of our future students would be greatly enhanced by establishing a collaboration with Boricua College. We believe that a partnership featuring the following supports from your institution of higher education would help us best serve our future students:

- Providing academically ready and socially responsible students with the opportunity to participate in college credit courses at Boricua College during their Senior year at the Charter High School for Academics, Character & Technology.
- Helping us create a service program that provides students attending your college the opportunity to volunteer mentoring and tutoring services to our students who are struggling academically.
- Providing our students with the opportunity to participate in any other programs that your college offers to local high school students.
- Collaboration on creating high-quality professional development that increases the ability of our schools' educators to drive student achievement.
- The establishment of a student teaching relationship between our schools.
- A meaningful relationship and collaboration between our two schools that will improve teacher performance and increase student learning.

It is our hope that this collaboration helps better prepare our students for post-secondary success at well-respected institutions of learning such as your own.



It is also our hope that you write a letter of support on our behalf to the NYSED Commissioner stating some of our shared hopes for the future. As this application and all associated letters of support must be filed before March 28, your prompt response would be greatly appreciated. For your convenience, I have attached our school's Letter of Intent to charter our high school, which was approved by the NYSED, and a flyer that further describes the core values of the Charter High School for Academics, Character & Technology.

Thank you for your attention and consideration. It is greatly appreciated. I look forward to collaborating with yourself & others at Boricua College on improving the education of our city's students.

Sincerely,

A handwritten signature in cursive script that reads "Sharon Spann".

Sharon Spann,
Lead Applicant, Founding Member, & Proposed School Leader,
Charter High School for Academics, Character & Technology

Charter High School for Academics, Character & Technology

SENATOR RUBÉN DÍAZ
32ND DISTRICT

LEGISLATIVE OFFICE BUILDING
ROOM 606
ALBANY, NEW YORK 12247
(518) 475-2311
FAX (518) 426-6945

DISTRICT OFFICE:
900 ROGERS PLACE
BRONX, NEW YORK 10459
(718) 991-3161
FAX (718) 991-0309



THE SENATE
STATE OF NEW YORK

RANKING MINORITY MEMBER
AGING COMMITTEE

COMMITTEES:
BANKS
FINANCE
HOUSING CONSTRUCTION
& COMMUNITY DEVELOPMENT
INSURANCE
INVESTIGATIONS &
GOVERNMENTAL OPERATIONS
TRANSPORTATION

New York State Commission
John B King
Albany, New York 12234

March 26, 2014

Dear Mr. John B King:

I am writing to express my support for the proposed application for the Charter High School for Academic Character and Technology (ACT)

As The New York State Senator of the 32nd district, I look forward to building educational relationships with the school staff and administrative teams who will provide students with a State of the Art Facility and an opportunity to learn with a combination of rigorous academics and up to date technology skills. I find that the students from Charter High School for Academic Character and Technology have all the elements needed to build a strong foundation to prepare high school students in career and college readiness.

The development team for (ACT) is a group of educators that believe in having high expectations for all students, especially those over coming disabilities, poverty, language barriers, and past academic struggles. (Act) will provide a curriculum that focuses on the common core learning standards and addresses individual student needs within a safe nurturing environment.

Having a partnership with a team of committed parents, teachers, and administrators is essential to the success for students to develop lifelong skills to become self-sufficient and to contribute responsibly in their community as future leaders.

I respectfully urge you to join me in supporting the Charter High School for Academics Character and Technology to ensure that our children go to college and graduate school.

Sincerely

A handwritten signature in black ink, appearing to read "Ruben Diaz", written over a horizontal line.

Senator Revered Ruben Diaz



CHARTER HIGH SCHOOL FOR ACADEMICS, CHARACTER AND TECHNOLOGY
 "TOGETHER, STRIVING FOR EXCELLENCE."

	Print Name	Signature
1	Jessica Rodriguez	Jessica Rodriguez
2	Milagros Rodriguez	Milagros Rodriguez
3	Santa Rodriguez	Santa Rodriguez
4	Hector Ortiz	H. Ortiz
5	Jessica Lopez	Jessica Lopez
6	Vilva Hernandez	
7	Edna Lopez	Edna Lopez
8	FABIAN PALACIOS	Fabian Palacios
9	Pedro Queiroz	Pedro Queiroz
10	Budovic Palacios	
11	Mari Quiri	
12	Buyei BATIZ	
13	Dominic Quiri	
14	Chelmy Cambao	
15	Santos Cacho	
16	VICTOR MARTINEZ	
17	Rosa Calista	
18	Hadian H. Balon	
19	SAWANA KADANAMA	
20	Altagracia Muñoz	Altagracia Muñoz

Agustin Flores

Agustin

CHARTER HIGH SCHOOL FOR ACADEMICS, CHARACTER AND TECHNOLOGY

"TOGETHER, STRIVING FOR EXCELLENCE."

	Print Name	Signature
1	Frances Rojas	Frances Rojas
2	Shalena Madrigal	Shalena Madrigal
3	Ivan Rodriguez	Ivan Rodriguez
4	Starie Hairston	S Hairston
5	Tiffany Cortes	Tiffany Cortes
6	Clara Velez	Clara Velez
7	Luis Cruz	L. Cruz
8	JOSE VIRGIL	Jose Virgil
9	Vincent Wallace	Vincent Wallace
10	Bassy Obungay	Bassy Obungay
11	Bellind, B.	Bellind, B.
12	Angel Nieves	Angel Nieves
13	Jasmine Garcia	Jasmine Garcia
14	Cynthia Peterson	Cynthia Peterson
15	Joseph Burgos	Joseph Burgos
16	Nora Pecher	Nora Pecher
17	Lull Sartor	Lull Sartor
18	Joan Almaraz	JA
19	Margarita Carmona	M. Carmona
20	Yvette Colon	Yvette Colon

Charter High School for Academics, Character & Technology



Charter High School for ACT <charterhighschoolforact@gmail.com>

Request to appear before Community Board 9

4 messages

Charter High School for ACT <charterhighschoolforact@gmail.com>

Wed, Mar 19, 2014 at 2:12 PM

To: BxBrd09@optonline.net

Bcc: J4Musico@aol.com, Louis Corominas <loromi@gmail.com>, Frank Steele <franksteele720@gmail.com>



Dear District Manager Francisco M. Gonzalez,

We are in the process of applying with the New York State Education Department to found the Charter High School for Academics, Character & Technology, located at 137 W. 25th St. in Manhattan, but largely recruiting students from underserved communities throughout New York City. It is our school's mission to provide our future students with the social-emotional support, character-building education, and expanded learning opportunities needed to reach the high expectations that we help them set for themselves. It is our school's priority to serve students who are at-risk of not attaining their educational goals, especially Special Education students, English Language Learners, and overage, under-credited students.

We hope to present our school mission to local community members at one of your upcoming meetings so that we can hear feedback from the families that we wish to serve. This would also be a time for us to answer questions about our proposed school and learn more about the needs of students & families in your district. It is our hope that this community collaboration will help us tailor our school programs to best support our students in achieving all of their educational goals.

For your convenience, I have attached a school flyer that states our mission and lists some of our school's core features. I have also attached our school's Letter of Intent to charter our high school.

Please contact us at CharterHighSchoolforACT@gmail.com to arrange when our founders might be able to present our school at your community board meetings. Thank you for your support & assistance.

Sincerely,

Sharon Spann,

Lead Applicant & Founding Member,

Charter High School for Academics, Character & Technology

2 attachments

School Flyer.pdf
178K

Letter of Intent.pdf
181K

COMMUNIT BOARD9 <bxbdr09@optonline.net>

Thu, Mar 20, 2014 at 9:30 AM

To: Charter High School for ACT <charterhighschoolforact@gmail.com>

Good morning Sharon,

Our next Education & Youth Meeting will be on April 10 at 7PM, please let me know if you would like to present that day.

Thank you,

Charter High School for Academics, Character & Technology

Maribel Mercado
Community Associate
Community Board 9
Phone (718)823-3034
[Quoted text hidden]

Charter High School for ACT <charterhighschoolforact@gmail.com>
To: COMMUNIT BOARD9 <bxbdr09@optonline.net>

Thu, Mar 20, 2014 at 12:07 PM



Dear Maribel Mercado,

Thank you for scheduling us to appear at the Education & Youth meeting. We look forward to presenting our educational plan to your Board and community members on April 10th. We value community feedback and are excited to constantly evolve our instructional initiatives to best meet community needs.

Sincerely,

Sharon Spann
[Quoted text hidden]

COMMUNIT BOARD9 <bxbdr09@optonline.net>
To: Charter High School for ACT <charterhighschoolforact@gmail.com>

Thu, Mar 20, 2014 at 2:10 PM

you are very welcome!



New York State Commission
John B King
89 Washington Avenue, Room 475 EBA
Albany, New York 12234

March 25, 2014

I am writing this letter to support the proposed application for the Charter High School for Academics, Character & Technology.

The mission of Med Alliance Medical Health Services/ Renaissance Adult Day Services is to demonstrate caring with commitment to quality, by providing an adult day social model program in a clean, nourishing, and compassionate environment. Our experienced professional associates and doctors are culturally diverse to provide the highest level of individualized care and services that enhance life, nurture the mind, body, and spirit, celebrate independence for seniors, and provide the highest standard of medical care to our patients.

At Med Alliance/ Renaissance we provide at the day center and stimulating programming in a welcoming environment to meet the emerging needs of seniors living at home and their caregivers; we are pleased to offer a full range of therapeutic recreational activities that promote social, physical, and emotional well-being and highly competent medical care.

Med Alliance/Renaissance wants to support and build a partnership with the Charter High School for Academic, Character & Technology for students who would like to do community service at Renaissance and provide internships in medical field and learn through experience. Your students will be a welcome asset that can put their signature touches to help our establishment with assistance to enhance their quality of life by supporting and being part of the recreational seniors and other activities. Students will participate in social, cultural, creative, aspects functioning through music where students can perform for seniors if their interest is entertainment. Students can bring their art skills to Renaissance and teach art to seniors, play games, cooking alongside a professional staff member, pet therapy, and be a part of intergenerational programs and medical facility such as ophthalmology, optometry, dermatology and other services.

As productive members of our community from the Charter High School for Academics, Character and Technology, we honor and welcome those students who qualify in recharging the lives of our patients/ seniors. We trust these students will meet and exceed the expectations of those who are seeking individuals, who are caring, compassionate, thoughtful, and intelligent young people to participate and encourage each senior and patients to enjoy a healthy life and their day at Renaissance.

Thank You,

Sincerely,
Sean Daneshvar

ATTACHMENT 4

Sample Daily Schedule: 9th Grade Student

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:50 _{A.M.} – 8:20 _{A.M.}	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:25 _{A.M.} – 8:55 _{A.M.}	Advisory Period	Advisory Period	Advisory Period	Advisory Period	Advisory Period
8:58 _{A.M.} – 9:48 _{A.M.}	English Literature Arts I	English Literature Arts I	English Literature Arts I	English Literature Arts I	English Literature Arts I
9:51 _{A.M.} – 10:41 _{A.M.}		Zumba (Phys. Ed.)		Zumba (Phys. Ed.)	
10:44 _{A.M.} – 11:34 _{A.M.}	Global History I	Global History I	Global History I	Global History I	Global History I
11:37 _{A.M.} – 12:27 _{P.M.}	Spanish	Spanish	Spanish	Spanish	Living Environment (Lab)
12:30 _{P.M.} – 1:15 _{P.M.}	Living Environment	Living Environment	College & Career Readiness	Living Environment	
1:20 _{P.M.} – 2:10 _{P.M.}	Lunch	Lunch	Lunch	Lunch	Lunch
2:13 _{P.M.} – 3:03 _{P.M.}	Algebra I	Algebra I	Algebra I	Algebra I	–
3:06 _{P.M.} – 3:56 _{P.M.}					–
3:59 _{P.M.} – 5:00 _{P.M.}	Project-Based Learning	Project-Based Learning	Project-Based Learning	Project-Based Learning	–

Sample Daily Schedule: 9th Grade Social Studies Teacher

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:50 _{A.M.} – 8:20 _{A.M.}	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:25 _{A.M.} – 8:55 _{A.M.}	Advisory Period				
8:58 _{A.M.} – 9:48 _{A.M.}	Global History I (Class R)				
9:51 _{A.M.} – 10:41 _{A.M.}	Global History I (Class S)				
10:44 _{A.M.} – 11:34 _{A.M.}	Global History I (Class T)				
11:37 _{A.M.} – 12:27 _{P.M.}	Global History I (Class U)				
12:30 _{P.M.} – 1:15 _{P.M.}	Global History I (Class V)				
1:20 _{P.M.} – 2:10 _{P.M.}	Common Planning (Student Lunch)	Lunch			
2:13 _{P.M.} – 3:03 _{P.M.}	Lunch	Lunch	Lunch	Lunch	Professional Development & Common Planning
3:06 _{P.M.} – 3:56 _{P.M.}	Preparation Period	Preparation Period	Preparation Period	Preparation Period	
3:59 _{P.M.} – 5:00 _{P.M.}	Project-Based Learning	Project-Based Learning	Project-Based Learning	Project-Based Learning	

Sample Daily Schedule: 9th Grade English Language Arts Teacher

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:50 _{A.M.} – 8:20 _{A.M.}	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:25 _{A.M.} – 8:55 _{A.M.}	Advisory Period				
8:58 _{A.M.} – 9:48 _{A.M.}	English Literature Arts I (Class R)				
9:51 _{A.M.} – 10:41 _{A.M.}		Preparation Period		Preparation Period	
10:44 _{A.M.} – 11:34 _{A.M.}	English Literature Arts I (Class S)				
11:37 _{A.M.} – 12:27 _{P.M.}	Preparation Period		Preparation Period		
12:30 _{P.M.} – 1:15 _{P.M.}	Lunch	Lunch	Lunch	Lunch	College & Career Readiness
1:20 _{P.M.} – 2:10 _{P.M.}	Common Planning (Student Lunch)	Lunch			
2:13 _{P.M.} – 3:03 _{P.M.}	English Literature Arts I (Class T)	Common Professional Development & Common Planning			
3:06 _{P.M.} – 3:56 _{P.M.}					
3:59 _{P.M.} – 5:00 _{P.M.}	Project-Based Learning	Project-Based Learning	Project-Based Learning	Project-Based Learning	

ATTACHMENT 3b

First Year Calendar

2015			
August	3	Monday	New Teacher Professional Development Academy Begins (10 days for all new teachers).
August	17	Monday	Summer Preparatory Academy Begins (10 days). All incoming 9 th grade students report.
August	31	Monday	School Year Begins for All ACT Students.
September	7	Monday	Labor Day observed. ACT School is closed.
September	14-15	Mon., Tues.	Rosh Hashanah. ACT School is closed.
September	23	Wednesday	Yom Kippur. ACT School is closed.
October	12	Monday	Columbus Day observed. ACT School is closed.
November	3	Tuesday	Election Day. Professional Development Day (1 st of 3). ACT Students will not be in attendance.
November	11	Wednesday	Veterans Day observed. ACT School is closed.
November	26-27	Thurs., Fri.	Thanksgiving Recess. ACT School is closed.
December January	24, 1	Thurs.- Mon.	Winter Recess (including Christmas and New Year's Day). ACT School is closed. ACT students return to school on Mon. January 4, 2016.
2016			
January	4	Monday	ACT School opens for the New Year. All ACT students return to classes.
January	19	Monday	Dr. Martin Luther King, Jr. Day observed. ACT School is closed.
January	29	Thursday	Last day of Fall Term for Students.
January	30	Friday	HS Scoring Day. Professional Development Day (2 nd of 3). ACT students will not be in attendance.
February	2	Monday	Spring Term begins for ACT students.
February	15-19	Mon.-Fri.	Midwinter Recess (including Washington's Birthday & Lincoln's Birthday, observed). ACT School's regular classes are in recess. ACT Vacation Academy is open.
Aligned with DOE Recess.	TBD	Aligned with DOE Recess.	Spring Recess (including Good Friday, Easter, Passover). ACT School's regular classes are in recess. ACT Vacation Academy is open.
May	30	Monday	Memorial Day, observed. ACT is closed.
June	2	Thursday	Chancellor's Conference Day. Professional Development Day (3 rd of 3). ACT students will not be in attendance.
July	1	Monday	Last day of Spring Term for ACT Students.
July	5	Tuesday	Summer Academy Begins (Enrichment, Remediation, & Credit Recovery Program).
August	11	Thursday	Last day of Summer Academy.

ATTACHMENT 4

Student Discipline Policy

*Code of Conduct, Character, and Discipline for the
Charter High School for Academics, Character & Technology*

By focusing on our core value of "address[ing] individual student needs within a safe and nurturing environment," as enshrined in our mission statement, we will foster positive student behaviors that lead to increased learning & attainment of our achievement goals, while also minimizing negative behaviors that require disciplinary action. Our Advisory Periods, Town Halls, implementation of the Advisory Guide strategies¹, career education curriculum, and focus on having all staff promote connection over disconnection², we will build a sense of belonging and a "team ego" that result in positive student behavior and a culture of learning & success.

Our student Code of Conduct, Character and Discipline (i.e. our discipline policy) complies with all laws pertaining to proper disciplinary action for all students, including students with disabilities- namely Education Law §13(1). It will also include a Bill of Student Rights and Responsibilities. Our Code also includes the provisions of New York State's Dignity for All Students Act (Dignity Act)³. Accordingly there will be a designated Dignity for all Students Act Coordinator. All students, parents, staff, and Trustees will be directed to inform this coordinator of any violation against themselves and any violation that they have witnessed.

Students, parents and school personnel all have a role in making schools safe and must cooperate with one another to achieve this goal. School staff should keep parents informed of their child's behavior and enlist parents as partners in addressing areas of concern. We will work collaboratively with students and partners to ensure a safe and nurturing environment conducive to students achieving academic success

The Charter High School for Academics, Character and Technology believes in the importance of informing our students of their rights as well as their responsibilities. What follows is our Bill of Student Rights and Responsibilities.

Students have a right to:

1. Attend school and receive a quality education in a safe and supportive learning environment, free from discrimination, harassment, and bullying.
2. Receive courtesy and respect from others.
3. Receive a copy of the Code of Conduct, Character, and Discipline, which includes the Student Bill of Rights and the Dignity Act.
4. Be informed about diploma requirements and information on assistance and supports to meet those requirements.
5. Be informed about courses and programs that are available within our school, and have the opportunity to participate in those programs.

¹ Poliner, R.A. & Lieber, C.M.(2004) *The Advisory Guide: Designing & Implementing Effective Advisory Programs in Secondary Schools*.Cambridge, MA: Educator's for Social Responsibility.

² Blankstein, A. M. (2004) *Failure is Not an Option: 6 Principles that Advance Student Achievement in Highly Effective Schools (1st ed.)*. Thousand Oaks, CA: Corwin Press.

³ http://www.p12.nysed.gov/dignityact/documents/DignityForAllStudentsActGuidance_POSTING.pdf

Charter High School for Academics, Character & Technology

6. Be informed and have input in the creation and updating of their student educational plans. Also, have support from the school in meeting the goals of their student educational plans.
7. Be informed of the standards and grading criteria for each subject area they take.
8. Be informed of academic progress on an ongoing basis through progress reports, report cards, periodic assessments, and updates of their student education plans.
9. Be informed of the confidentiality in the handling of student records maintained by the school.
10. To be informed of and receive services from counselors, mentors, academic intervention specialists/grade advisors for any personal, social, emotional, educational, or post-secondary/career issues.
11. To participate in a representative form of student government, including participation in our school enhancement committee.
12. To have access to our comprehensive school website, which will provide resources for instruction, and student and parent conferencing with staff.

Uniform Policy

We believe in “dress for success” and that a uniform policy serves the best interests our students. It enables us to be identified as a community and sets the proper academic tone. Our uniforms were selected to enhance the vision of a health care career. The school has the following uniform policy: White polo shirts (long or short sleeves) with school logo, black pants (optional black skirt for female students), and black dress shoes.

Student Responsibilities

Charter High School for Academics, Character and Technology students are responsible for:

1. Attending school regularly & live up to their responsibilities, making every effort to achieve in all areas of their education.
2. Behaving in a manner that contributes to a safe learning environment and which does not violate other students’ right to learn.
3. Respecting the dignity, equality, and rights of others.
4. Showing respect for school property and the property of others.
5. Behaving in a polite, truthful, & cooperative manner toward students, teachers & other school staff.
6. Working in a collaborative manner with all members of the school community.
7. Dressing for success by being in compliance with our school uniform policy.
8. Coming on time, prepared for class, with materials and completed assignments.
9. Following school regulations regarding entering and leaving the classroom and school building.
10. Providing positive leadership by being a positive role model for other students.
11. Refrain from obscene and defamatory language in speech, writing, & use of electronic media.
12. Bringing to school only those personal possessions which are safe and do not interfere with the learning environment.

13. Complying with the Dignity Act, which is contained in our Parent/Student Handbook.

Code Infractions:

1. Possessing any weapon on school property.
2. Possessing any controlled substance or alcohol on school property.
3. Sexual harassment or committing sexual acts on school property or at school sponsored events.
4. Willfully causing physical injury to any other person, or threatening to use force that could result in injury.
5. Participating in an incident gang-related activity or an act of violence.
6. Bullying another person or otherwise discriminating against another or violating the School's Dignity Act policy.
7. Stealing the property of another without permission.
8. Damaging, defacing or destroying school property.
9. Refusing to follow the directives of any staff member.
10. Disrupting or preventing the orderly conduct of classes and other school activities.
11. Dishonesty, including, but not limited to, cheating and plagiarizing.

Potential Consequences:

1. Verbal warning to the student
2. Verbal and/or written notice to parents/guardians
3. Referral to the academic intervention specialist/grade advisor
4. Referral to the guidance counselor
5. Temporary removal from class
6. After-school detention with parental notification
7. Behavioral contracts among student, school, and parent
8. Exclusion from an extracurricular activity or privilege
9. In-school suspension/SAVE room.
10. Out-of-school suspension
11. Expulsion

Disciplinary Procedures and Due Process (Suspensions and Expulsion):

Short-Term and Long-Term Suspensions (Although certain due process is not required for short-term suspensions, we believe that any suspension is a serious matter and we will provide due process for the parent in both cases)

A short-term suspension is defined as an in-school or out-of-school suspension of 5 days or less. When the school proposes suspending a student, the parent/guardian will be notified immediately by phone and written notice. The written notice will include the reason(s) for the proposed suspension, the proposed duration of the suspension and whether the proposed suspension will be in-school or out-of-school. The written notice will also advise the parent/guardian that he/she will have the opportunity to request a conference with the Principal/designee. The formal hearing will be conducted by the Principal or his/her designee ("Hearing Officer"). The hearing will be recorded. The student or his/her parent/guardian may be

represented by counsel or an advocate at the hearing. A written decision will be issued after the formal hearing. During the formal conference, the student and parent/guardian will have the opportunity to deny the charges and present his/her own evidence and question the complaining witness(es). Student witness(es) must have their right to have a parent/guardian present during any questioning. A written decision will be issued after the conference. The written notice and informal conference shall be in the parent/guardian's dominant language or translation will be made available. Alternative instruction will be provided during the period of suspension. The school may choose to deliver alternative instruction at the school or via cyber participation at the child's home, at the discretion of the school. Students on suspension are required and expected to complete all schoolwork. A long-term suspension is defined as an in-school or out-of-school suspension of more than 5 days. The school may also seek to do an expulsion to the student's school district of residence.

An expulsion is the permanent removal of a student from the school. In the case of conduct, which in the school's judgment warrants expulsion, the student may be subjected to a short or long-term suspension first. The procedures to be followed where expulsion is proposed are the same as for a Long-Term Suspensions. When a change of placement of greater than ten days is proposed for a student with an IEP, a manifestation team, consisting of the CSE, the school's PPT, and the parent guardian will conduct an MDR hearing, a Manifestation of Disability Review. If the manifestation team concludes that the child's behavior resulted from his disability, the manifestation team must conduct a functional behavioral assessment ("FBA") and implement a behavioral intervention plan ("BIP") to address the behaviors giving rise to the conduct, unless an FBA or BIP was made prior to the student's violation of school rules giving rise to the suspension, in which case each should be reviewed and revised, if necessary, to address the behavior. The student must also be returned to his or her original placement (i.e., the placement from which he/she was removed), unless: (a) the parent and district agree to another placement as part of the newly created or revised BIP, or (b) in cases where the child:

1. carries or possesses a weapon to or at school, on school premises, or to or at a function under the jurisdiction of the State or local educational agency;
2. knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the State or local educational agency; or
3. has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the State or local educational agency; the Committee on Special Education shall determine an appropriate Interim Alternative Educational Setting ("IAES"), which shall not exceed 45 days.

If the MDR determination indicates that the student's behavior was not a result of his/her disability, then the student is suspended for the length of time determined.

The parent has a right to appeal any suspension or expulsion to our school's Board of Trustees, or to the school's authorizer, the New York State Education Department Charter School Office.

For any information regarding the school's Discipline Policy/Code of Conduct, Character, and Discipline, please contact the school's principal.

School Trustee Background Information
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Each proposed or prospective charter school board member must provide the information requested below.

Name: Pat Sanders

Charter School Name: Charter High School for Academics, Character, & Technology.

Charter School Address: DOE School District 2 at 137 W. 25th Street, New York, NY 10001

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): Member

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

Background

Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached

Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.

Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.

Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **I was invited to serve on the board by Lalit Chabria..**

Please explain why you wish to serve on the board. **In my opinion, there is no higher calling than being in a position to help shape the future of young people. I am looking forward to the opportunity to be in a position to craft a plan and concept that will serve as the blueprint for success of all students at the ACT Charter School.**

Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. **X**This does not apply to me. Yes. (Include description here):

Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

XThis does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

XThis does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. **X** Yes.

If your answer is yes, please indicate the precise nature of your relationship here: **I know Lalit Chabria, Priti Jain, Quddus A. Mohammed, and Sam Hiranandaney. I know these individuals through professional experience.**

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
 I / we do not know any such persons. Yes.
If yes, please indicate the precise nature of your relationship here:
11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
 No. Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
I / we do not know any such persons. Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
I / we have no such interest. Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
I / we do not anticipate conducting any such business. Yes.
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family

members. Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

As a board member, it is my responsibility to insure that the board acts in a manner that can only benefit the school, and not be a detriment to the school. If I bear witness to any unethical act or impropriety, it is my duty to call attention to this issue. I will then act with my fellow board members to remedy the situation. This may include removal for the member in question from the board.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.

The charter school's mission is to advocate for a fine alternative choice for education for our youth. Academics will be underscored by technology and internship programs. Character education will be placed at a high premium by the school.

19. Please explain your understanding of the educational program of the charter school.

Technology will be utilized as both a motivational tool for our students, as well as cutting edge skills that will be imparted on our students. We embrace the idea that technology is ever changing, and that the school will change with the times and innovations. Academics will be delivered with this technology flavor, and at all times, character education, including anti-bullying campaigns and respect for all, will be promoted.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

A successful charter school must stay true to the idea that every single student is an individual, and each student has very special needs and wants. We will develop plans for each student that encompasses the mission of the school, along with the our thematic program of academics, character education, and technology. Our students will be ready for higher education, as well as the workforce by the time they leave us.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

A public charter school member must wear a number of hats. This person must possess high character, dignity, and community pride. The board member must place the education of our youth at a high premium, and must always place the needs and best interests of the students first. A board member must always be accessible, and open minded, and must be the consummate team player.

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

Yes, I have read the by-laws and polices of The Charter High School for Academics, Character and Technology.

23. Please provide any other information that you feel is pertinent to the Department's review.

I am a former President of Long Island University, CW Post. I have spent my entire career helping to set and maintain educational policy for students. My wealth of knowledge and experience will undoubtedly drive me in my capacity as a board member.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, Pat Sanders (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Signature

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

School Trustee Background Information
--

Each proposed or prospective charter school board member must provide the information requested below.

Name: **Quddus A. Mohammed**

Charter School Name: **Charter High School for Academics, Character, & Technology.**

Charter School Address: **DOE School District 2 at 137 W. 25th Street, New York, NY 10001**

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): **Member**

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

Background

Please provide your educational and employment history. You may do so by attaching a résumé. **X** Resume Attached

Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. **X** I affirm.

Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. **X** I affirm.

Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **I was invited to sit on the board by Lalit Chabria.**

Please explain why you wish to serve on the board. **I wish to serve on the board because having achieved success in my community, it has motivated me to help our young people become successful as well. The school's mission and goals are ones that I strongly agree with, and feel I can add a great deal to our students' experience.**

Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. **X**This does not apply to me. Yes. (Include description here):

Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

XThis does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

XThis does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. **X** Yes.

If your answer is yes, please indicate the precise nature of your relationship here: **I know Sam Hiranandaney, Jalit Chabria, and Priti Jain. I know these individuals through professional experience.**

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
 I / we do not know any such persons. Yes.
If yes, please indicate the precise nature of your relationship here:
11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
 No. Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
I / we do not know any such persons. Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
I / we have no such interest. Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
I / we do not anticipate conducting any such business. Yes.
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated

with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

In my capacity as a board member, my duties would include maintaining a situation where the integrity and moral turpitude is paramount. Therefore, if I bear witness to a situation in which any fellow member is using his or her position for personal and/or financial gain, my moral duty would be to call this to the attention of my fellow board members. I would expect a full review of such incidence, and the proper remedies, including expulsion from the board would be merited.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.

The school's mission and philosophy to my understanding, is one that will provide unique opportunities to students in a setting that many of them have never experienced. Our academics, character building, and technology based instruction will be the cornerstone of what I feel will bring universal success to our students.

19. Please explain your understanding of the educational program of the charter school.

The educational program of the school will offer a non conventional approach to a variety of high tech, and professional career skills. The school will offer exciting internships and experiences that will enhance the learning process.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

A successful charter school is one that is able to identify the attributes of each student, while addressing areas of concern and need. At the same time, students will be introduced to new and cutting edged themes and concepts that will cultivate interests in academics and career skills. Universally is the concept of character education,

which will serve all students well in all walks of life they enter. As a board member, I will help to facilitate along with other board members, in tandem with our School Leader, committees that will oversee and address all areas of academics, technology, internships, and character education.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

A public charter school board member must bring life experience, common sense, and a desire to provide the best education possible for students. The member must work well with fellow team members, as well as forging a solid working relationship with the School Leader.

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

Yes, I have read the by-laws and polices of The Charter High School for Academics, Character and Technology.

23. Please provide any other information that you feel is pertinent to the Department's review.

My professional experience will lend itself well to fund raising for the school, as well as providing knowledge and expertise into finance and operations. I have professional networking connections that can provide outstanding internship experiences for our students.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

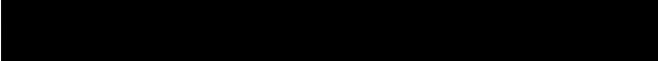
I, GUDDUS MOHAMMED (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

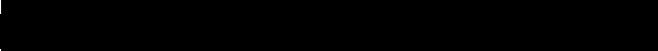
Signature 

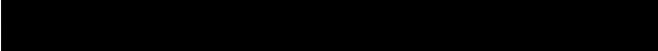
Date 26 MARCH 2014

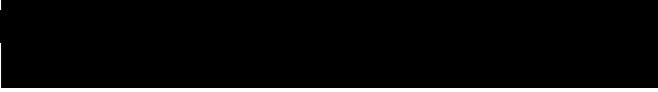
Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: 

Business Address: 

E-Mail Address: 

Home Telephone: 

Home Address: 

QUDDUS A. MOHAMMED**EXPERIENCE:****SIB Portfolio Advisors Inc.****New York U.S.A****Vice President** : 2010 to date**Assistant Vice President** : 1997 to December 2009

- Monitor, analyze and oversee performance measurement and investment analytics of multi-billion dollar assets. Produce monthly performance metrics to senior management and interact effectively with all levels of management – client, fund managers and custodians. Deliver highly detailed and in depth investment reviews and presentations for over 250 globally diversified equity, fixed income and money market portfolios.
- Deliver aggregate level and manager level portfolio valuation and performance reports.
- Perform top-down and bottom-up analysis – country, sector and global securities holdings.
- Construct performance for composites and aggregates.
- Screen and monitor potential fund managers.
- Research & provide information to senior management of a variety of requests such as commodity, oil & gas industry, foreign exchange and historical market data.
- Research and implemented new technologies including Statpro project, a major performance measurement software installation at SIBPA.
- Set up efficient online communication protocols to retrieve valuation data from custodians, fund managers and index providers.
- Provide assistance and guidance on implementation of Statpro project at SAMA.
- Supervise performance measurement systems, develop reports and ensure that the aggregate risk remains within the objective and guidelines of the respective mandates.
- Design and worked with index vendors to customized benchmark index calculations and construct composite benchmark for target portfolios.
- Analyze and monitor swaps, futures, options and other non-traditional investment strategies.
- Implement soft dollar and commission recapture programs.
- Monitor changes in investment regulations, tax and disclosure requirement for foreign investors in the US, Europe, Japan and emerging markets.
- Conduct performance measurement training programs for clients.

SAUDI ARABIAN MONETARY AGENCY,
1985-April 1997**Riyadh****Co-ordinator, Portfolio Administration & Investment Support****Investment Support –**

- Primary responsibility was to assist advisors, research team, fixed income and money market teams by providing full data, information and technical support.
- Preparation of a variety of reports for the investment committee, senior management and all level of management such as Analysis of Foreign Assets, Cash flow projections, Govt. debt ratios, liquidity ratios and asset allocation position.
- Prepare and deliver performance of internally managed fixed income and Cash management portfolio and resolve issues with the portfolio managers and back office.
- Construct customized indices.
- Provide technical support on matters such as loan evaluation (NPV, IRR, Average life), securities evaluation (Yield, Duration, Convexity), swap analysis, break even analysis, synthetic swaps, and switch analysis.
- Develop computer models and tools for financial analysis, forecasting expected market returns and return enhancement techniques

Portfolio Administration-

- Responsible for administration, monitoring and analyzing multi-billion dollar assets invested globally in the equity, fixed income and money market portfolios managed by external fund managers.
- Define, implement and monitor investment objectives, investment guidelines and benchmarks.
- Prepare and report consolidated performance to senior management.
- Participate in portfolio review meetings, review investment philosophy, process, strategies and performance; articulate and discuss various market and investment related issues.
- Review investment proposals and conduct due diligence of potential fund managers.
- Selection of new managers, allocation of funds between managers, investment guidelines and benchmark selection.
- Work with lawyers and advisors on investment management agreements, set up custodian network and handle other legal & compliance issues.
- Recommended, implemented and monitored securities lending program which resulted in significant savings to SAMA.
- Research and implement reporting procedures, investment management fee structure, tax reclaims and global disclosure requirements.
- Research cost effective trading strategies for portfolio liquidation, review consultants data on new managers and monitor soft dollar arrangements.
- Report to the Director of Investment Department, coordinate with a team of seven members and liaison with back office and govt. agencies.
- Coordinate and worked with SIB portfolio Advisors Inc, New York.

SICC Ltd (A Unit of Balfour Kilpatrick International Ltd U.K), Riyadh.

1983-1985

- Responsible to set up and management the computer department which will centralize nationwide financial, accounting and labor management data.
- Organize and manage accounting data for financial reporting purposes including cost analysis, project evaluation and budget control.

1981-1983

- Preparation of financial statements, cost projections, capital employed ratios, cash flows, overhead budgeting, and year end accounting statements.
- Maintain creditor accounts and payrolls.

EDUCATION :

Masters of Accounting and Finance
Annamalia University, Madras, India
 (Majors in Finance and Banking)

Bachelor of Commerce
Osmania University, Hyderabad, India
 (Majors in Advance Accounting & Banking, Economics and Statistics)

CPE credits : Participated in several continuing education programs in the investment management and portfolio analytics.

Advance Credit Risk Analysis- A program hosted by Citibank School of Finance, New York (organized by Institute of Banking, Riyadh).

ADDITIONAL INFORMATION:

- Experienced user of Bloomberg, Russell, eVestment, Microsoft Excel & Word
- STATPRO, performance measurement and portfolio analytics software.
- Lectures & train advance Excel for business use at Rotary's non-for-profit education program

SOCIAL ACTIVITIES:

Founding member & President (2013-214) Rotary Club of Hicksville South

Founder of Rota-Paal, a professional and literacy forum based on the principle of shared-knowledge.

Founding Member & President (2011-2013) of Hyderabadi Cultural Association of Greater New York

Assistant Governor (2014-2015) –Rotary District 7255

School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: PRITI JAIN

Charter School Name: Charter High School for Academics, Character & Technology

Charter School Address: _____

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): _____

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. *Through other board members - Mr. Kant Chabria.*
5. Please explain why you wish to serve on the board.

I would love to serve on the board because I feel my experiences working in the ER in several underdeveloped areas will benefit & bring a fresh perspective to the board.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): *I have not served on the board but am active w the P.T.O*
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a

controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not anticipate conducting any such business. Yes.
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. *There is a moral & ethical obligation to speak to the board member & possibly call app to report the member to the board.*

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.
19. Please explain your understanding of the educational program of the charter school.
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
23. Please provide any other information that you feel is pertinent to the Department's review.

School Trustee Background Information
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Each proposed or prospective charter school board member must provide the information requested below.

Name: Hiranandaney **San**

Charter School Name: Charter High School for Academics, Character, & Technology.

Charter School Address: DOE School District 2 at 137 W. 25th Street, New York, NY 10001

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): Co-Chairman

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

Background

Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached

Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.

Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.

Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **I was invited to serve on the board by Lalit Chabria..**

Please explain why you wish to serve on the board. **As prospective board Co-chair, I bring experience in the area of finance. My knowledge and expertise will enhance the school's ability successfully manage fiscal and operational matters. The concept of developing a school that delves deeply into technology intrigues me greatly.**

Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):

Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here: **I know Lalit Chabria, Priti Jain, and Quddus A. Mohammed. I know these individuals through professional experience.**

10. Please indicate whether you, your spouse, or other family member knows

any person who is a prospective or current charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons. Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest. Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business. Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so

indicate. This does not apply to me, my spouse or other family members. Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

As the Co-Chairman of the Board, it is my responsibility to uphold the integrity of the board, so it can properly deliver guidance to the school in most efficient and ethical manner possible. If I was witness to any improper practices by fellow board members, I would take swift action with the rest of the board in agitating for the suspension or removal of this person.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.

The school's mission and philosophy is to promote an institute of learning that will assist our students in successfully achieving their goals. Our students will receive intensive support so that they can overcome the challenges of poverty, learning disabilities, and language barriers. All of this will be done through character building and a state of the art technology based program.

19. Please explain your understanding of the educational program of the charter school.

The school will focus on technology across the curriculum. The importance of this will be in the fact that many of our students will have an intrinsic passion for technology, and this will help to motivate our students towards academic success.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

A successful charter school is one that has a plan for success. This plan must always consist of a solid academic mission and vision. The plan also must consist of a sound financial plan. Ultimately, assisting the School Leader in building the school with the right staff will determine the success of the program. Committees that oversee academics, finance and operations, and community outreach will support this plan going forward.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

A public charter school board member must always know that a great deal of responsibility is placed in his or her hands. Policies and decisions that are made will have a long term impact on each and every student in the school. It is these principles that a board member must always keep in mind when accepting the responsibility of this position.

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

Yes, I have read the by-laws and polices of The Charter High School for Academics, Character and Technology.

23. Please provide any other information that you feel is pertinent to the Department's review.

My experience as a Chief Financial Officer of the Institute for Health Education will guide me well as a board member. Financial and operational matters will be familiar to me as we plan and move forward with the development of the school

School Trustee Background Information
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Each proposed or prospective charter school board member must provide the information requested below.

Name: Lalit Chabria

Charter School Name: Charter High School for Academics, Character, & Technology

Charter School Address: DOE School District 2 at 137 W. 25th Street, New York, NY 10001

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): Chairman

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

Background

Please provide your educational and employment history. You may do so by attaching a résumé. **X** Resume Attached

Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. **X** I affirm.

Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. **X** I affirm.

Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **The concept of this charter school was developed by me.**

Please explain why you wish to serve on the board. **As prospective board chair, I bring experience in the field of technology and how it's utilized in education. This knowledge will serve the school well as we move forward in our mission.**

Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):

Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here: **I know Sam Hiranandaney, Priti Jain, and Quddus A. Mohammed. I know these individuals through professional experience.**

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons. Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest. Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business. Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family

members. Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

As prospective board chair, my primary role is to insure the integrity and sanctity of the board and it's operation. Undeniably, if any indiscretions or actions by any board members taken for personal gain occur, I will exercise my power as board chair in accordance with my fellow board members in taking corrective steps to intercede in such activity. This could include suspension of the member, or permanent removal.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.

The school's mission/philosophy is to create a sound learning environment that will enhance the chances of our students' success. Through the technology component, our students will learn cutting edge technology, necessary to succeed in today's world. Our character component, will enable our students to solidify themselves as respectable people in the community, as well as moral and sound young adults. Our academic component will enable students to work up to their greatest potential.

19. Please explain your understanding of the educational program of the charter school.

The school will focus on technology, augmented by a solid foundation of character building, and academic supports. This translates to success for every student who graduates from the ACT School. Our school will take a full team approach, and the entire experience for every student will be collaborative.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

A successful charter school is one that maximizes the potential of each and every student. In doing so, we will set up protocols for academic achievement, operational functionality and compliance, and a technology base in which our students will thrive and learn in a nurturing learning community.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

A charter school board member is responsible for creating and maintaining the framework in which the school will function. This framework includes the mission, both academic and philosophical. The board member also is given the responsibility of overseeing the School Leader and helping this person deliver optimal academic services. The board member also must make crucial decisions in tandem with the other members that will effect the efficiency and efficacy of the school.

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

Yes, I have read the by-laws and polices of The Charter High School for Academics, Character and Technology.

23. Please provide any other information that you feel is pertinent to the Department's review.

I have over fifteen years of experience as the founder of the Micropower Career Institute. My expertise in technology and it's applications towards the educational environment provides me with an acute awareness of how cutting edge technology can be delivered and adapted in a school.

School Trustee Background Information
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Each proposed or prospective charter school board member must provide the information requested below.

Name: Phillip Noel Musico, Esq.

Charter School Name: Charter High School for Academics, Character & Technology (ACT)

Charter School Address: 137 W. 25th Street, 5th Floor, New York, NY 10001

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.):

_____ Member _____

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé.x Resume Attached

Philip N. Musico, ESq.

Education

Penn State University BA -1998
Tauro Law School JD-2003

Employment

NYC DOE Teacher 1999-2000
Law Intern NYS Attorney General’s Office – 2001
Practicing Attorney Law Offices of C. Bondy- 2003- 2008
Practicing Attorney- Gaines and Musico 2008 –Present

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. x I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. x I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

My father was serving as a consultant to the Charter School Committee and knowing my teaching background and my commitment to student achievement asked if I wanted to serve as a member and legal resource to the charter school board.

5. Please explain why you wish to serve on the board. I began my career as a teacher in the NYC DOE and have a deep belief that effective education is the most secure pathway to economic and social success.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):
I served as a teacher in the NYC DOE in a school that reflected the diverse New York City population including English language learners and a special education population. As an attorney I have counseled parents as an advocate for student rights and would bring this expertise to the charter school board.
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
x This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application,

including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
x This does not apply to me. Yes.
If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
 I / we do not know any such persons. x Yes.
If your answer is yes, please indicate the precise nature of your relationship here:
Yes, I have met some of the other board members in conjunction with the application process. Before that I had not met them. However, my father had also met them in conjunction with the application process.
10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
x I / we do not know any such persons. Yes.
If yes, please indicate the precise nature of your relationship here:
11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
 No. xYes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved: My father may serve as a consultant..
12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes X My father may serve as a

consultant.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
- Not applicable because the School does not/will not contract with a management company or charter management organization.
- I / we have no such interest. Yes .X My father may serve as a consultant
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
- Not applicable because the School does not/will not contract with a management company or charter management organization.
- I / we do not anticipate conducting any such business. Yes. X My father may serve as a consultant
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes X. (See responses to 9-12)
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
- X None Yes
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.
- I would be vigilant in reviewing legal and budgetary decisions and would report any conflicts of interests or fiscal mismanagement, following the proscribed protocols through each entity up to the state level.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.

I believe all children can learn and with a level of competence. To support my philosophy, I believe students should be afforded choices in learning opportunities. Charter schools represent a dynamic approach imbued with strategic freedoms of instruction and innovative approaches to meet the individual educational and social needs of students

19. Please explain your understanding of the educational program of the charter school.

The curriculum designed should follow the core curriculum approved by NY State, augmented by a diagnostic prescriptive approach that is data driven. The curriculum must provide for students with reinforcements to ensure the ability and opportunity to master content, while honing and developing probing, and developmental questioning skills necessary for critical thinking and independent learning thereby maximizing student achievement. Fostering partnerships with CBO's and Colleges will provide best opportunities for sharing of professional development and best practices for staff and supporting students entry into higher education.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

I believe the characteristics of a successful charter school include:

A dedicated, knowledgeable and supportive school leader

A well developed common core content curriculum stressing critical thinking.

A well trained administrative and teaching staff supported by ongoing professional development.

Small Class settings based on individual learning opportunities

Strong collaboration between professional staff and active parents

A well developed and supported active parent association

Effective collaborations with Colleges and CBO's

- All these contribute to and seek to promote a viable learning community dedicated to student wellness and achievement by each shareholder taking responsibility while working in unison for the students' academic success.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

Board members must take an active part in creating an effective learning community but must also be quick to act to all issues that may arise that threatened that environment. Board members must serve as the operating structure that ensures, all policies, fiscal management and legal issues are

dealt with in support of an environment that provides students with a quality education that maximizes their abilities and their future opportunities.

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
23. Please provide any other information that you feel is pertinent to the Department's review.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, John N. Musico (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.



3/24/2014

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

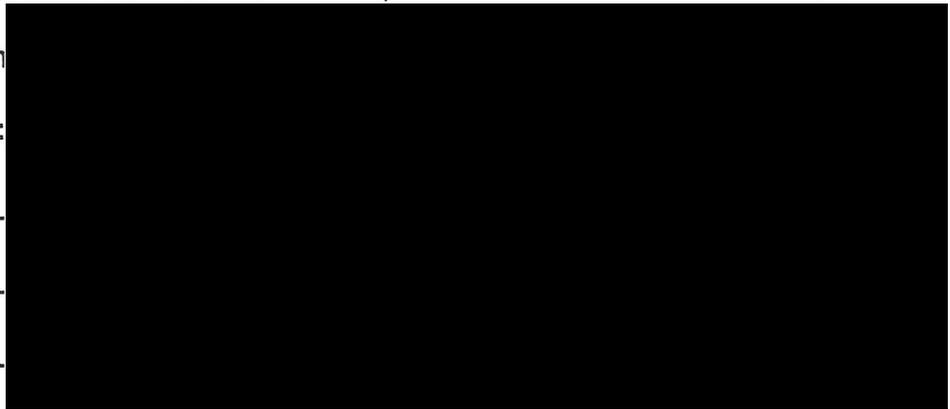
Business Telephone: _____

Business Address: _____

E-Mail Address: _____

Home Telephone: _____

Home Address: _____



ATTACHMENT 5b

*By-Laws of the
Charter High School for Academics, Character & Technology*

ARTICLE I: Purpose

The purpose of the corporation is to maintain and operate a school as a not-for-profit enterprise. The corporation also has such powers as are now or may hereafter be granted by the General Not-for-Profit Corporation Act of the State of New York. It shall be the policy of the Board of Trustees and the school not to discriminate in admissions and hiring practices in violation of the law.

ARTICLE II: Offices

The corporation shall have and continually maintain a registered office and a registered agent within the state of New York, as the Board of Trustees may from time to time determine.

ARTICLE III: Members

The corporation shall have no members.

ARTICLE IV: Board of Trustees

Section 1: General Powers

The affairs of the corporation shall be managed by its Board of Trustees. The Board of Trustees primary duties include the hiring and evaluation of the Head of School, the setting of general institutional policies, strategic planning, fund-raising, and assessment of the school's effectiveness in manifesting the mission of the corporation.

Section 2: Number, Tenure, and Qualifications

(a) The Board of Trustees shall consist of no less than seven (7) and no more than nine (9) voting members. Potential members for the board shall be nominated and selected by the Board from a pool of parents, and community members by criteria defined by the Board. One of the Trustees may be a parent of a student enrolled at the school. No more than 40% of the Trustees may be affiliated with Micropower. All newly elected board members shall serve for a term of (3) years beginning on July 1. Following the first term of service, trustees may be re-elected to serve second three (3) year terms. Except as provided above, trustees shall serve a three (3) year term of office and will be eligible, if nominated and elected, to serve one successive three (3) year term. No trustee may be elected to term beyond the second term without first having been off the board for at least one year, unless elected as an officer of the Board. The Board shall be divided into staggered classes so that the terms of only approximately one-third of the voting trustees shall expire each year. In the event that a voting trustee does not complete his or her term on the Board, a new trustee may be elected to fill out the unexpired term and then that trustee is eligible to be nominated for one or more full terms.

Section 3: Annual Meeting

The annual meeting of the Board of Trustees shall be held in June of each year.

Section 4: Special Meetings

Special meetings of the Board of Trustees may be called by or at the request of any two (2) members of the Board.

Section 5: Place of Meetings

Charter High School for Academics, Character & Technology

The place of any meeting of the Board of Trustees will be at the school site. Members of the Board of Trustees or any committee designated by the Board of Trustees, including the executive committee, may participate in a meeting of the Board or such committee by means of conference telephone or similar communication equipment by means of which all persons participating in the meeting can hear each other, and such participation in a meeting shall constitute presence in person at such meeting.

Section 6: Notice

Notice of any special meeting of the Board of Trustees shall be given at least five (5) days previously thereto by written notice delivered personally or sent by mail to each member of the Board at the address as shown by the records of the corporation. If mailed, such notice shall be deemed to be delivered when deposited in the United States Mail in a sealed envelope so addressed, with postage thereon prepaid. If notice be given by electronic means, such notice shall be deemed to be delivered when the notice is sent. Notice regarding Board Meetings will be given to the public as per New York State requirements.

Any member of the Board may waive notice of any meeting. The attendance of a member at any meeting shall constitute waiver of notice at such meeting, except where a member of the Board attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board need be specified in the notice or waiver of such meeting, unless specifically required by law or these by-laws.

Section 7: Quorum

A majority of the voting members of the Board as from time to time constituted shall constitute a quorum for the transaction of business at any meeting of the Board, provided that if a quorum shall not be present at such meeting, a majority of the voting members of the Board present may adjourn the meeting from time to time without further notice until a quorum shall be present.

Section 8: Manner of Action

The act of a majority of the voting members of the Board present at a meeting at which a quorum is present shall be the act of the Board of Trustees, except where otherwise provided by law or by these by-laws.

Section 9: Removal

Any member of the Board may be removed at any regular or special meeting of the Board by an affirmative vote of the majority of voting members of the Board of Trustees as from time to time constituted whenever, in their judgment, the best interest of the corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. The member being removed shall be notified of the meeting at which the removal action will be taken, and the specific charges against him or her, at least five (5) days prior to the meeting.

Section 10: Vacancies

The Board of Trustees may fill any vacancy occurring in the Board of Trustees at any regular or special meeting.

Section 11: Compensation

Members of the Board as such shall not receive any stated salaries for their services.

Section 12: Presumption of Assent

A Trustee of the corporation who is present at a meeting of the Board of Trustees at which action on any corporate matter is taken shall be conclusively presumed to have assented to the action taken unless his or her dissent shall be entered in the minutes of the meeting or unless he or she shall file his or her written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the secretary of the corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a Trustee who voted in favor of such action.

Section 13: Conflict of Interest Policy

The Board of Trustees affirms that the trustees, officers, administrators, faculty and other employees of the School have an obligation to exercise their authority and to carry out the duties of their respective positions for the sole benefit of the School. They should avoid placing themselves in positions in which their personal interests are, or may be, in conflict with the interests of the School. Where a potential conflict of interest exists, it shall be the responsibility of the person involved or any other person with knowledge to notify the Board of Trustees of the circumstances resulting in the potential conflict so that the Board of Trustees can provide such guidance and take such action as it shall deem appropriate. Areas of potential conflict of interest are:

1. Financial Interest.

- (A) Ownership by the individual directly or indirectly of a material financial interest in any business or firm (i) from which the School obtains goods or services, or (ii) which is a competitor of the School.
- (B) Competition by the individual, directly or indirectly, with the School in the purchase or sale of property or any property right or interest.
- (C) Representation of the School by the individual in any transaction or activity in which the individual, directly or indirectly, has a material financial interest.
- (D) Any other circumstance in which the individual may profit, directly or indirectly, from any action or decision by the School in which he or she participates, or which he or she has knowledge.

2. Inside Information

Disclosure or use by the individual of confidential information about the School, its activities or intentions, for the personal profit or advantage of the individual or any person.

3. Conflicting Interests other than Financial

Representation as director, officer, agent or fiduciary of another company, institution, agency or person in any transaction or activity which involves this school as an adverse party or with adverse interests.

4. Gifts and Favors

Acceptance of gifts or favors from any firm or individual which does or seeks to do business with, or is a competitor of, the School under circumstances which imply reasonably that such action is intended to influence the individual in the performance of his or her duties.

No Trustee who directly or indirectly is involved in a potential conflict of interest shall be counted in determining the existence of quorum at any meeting of the Board where the potential conflict is considered, nor shall the trustee vote on any action of the Board regarding that potential conflict.

ARTICLE V

Section 1: Officers

The officers of the corporation shall be a Chair of the Board of Trustees, a Vice Chair, a Treasurer, a Secretary, and such number of assistant treasurers, assistant secretaries, and other officers as may be elected or appointed by the Board of Trustees.

Section 2: Election and Term of Office

The officers of the corporation shall be elected annually by the Board of Trustees at the annual meeting of the Board. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as is convenient. Vacancies may be filled or new offices created and filled at any meeting of the Board of Trustees. Each officer shall hold office until his or her successor shall have been duly elected and shall have qualified.

Section 3: Removal

Any officer or agent elected or appointed by the Board of Trustees may be removed by the Board whenever, in its judgment, the best interests of the corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed.

Section 4: Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board for the unexpired portion of the term.

Section 5: Chair of the Board, Past Chair, First Vice Chair, Second Vice Chair

The Chair of the Board shall be the chief officer of the corporation and shall preside at all meetings of the Board of Trustees. He or she may sign, with the Head of School, or Secretary, or any other proper officer or agent of the corporation authorized by the Board, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Trustees has authorized to be executed, except in cases where the signing and execution thereof shall be otherwise expressly delegated by the Board from time to time. The Vice Chair must preside at meetings of the Board in the absence of the Chair.

Section 6: Treasurer

The Treasurer shall be responsible to oversee the charge and custody of all the funds and securities of the corporation; including the receiving and giving of receipts for moneys due and payable to the corporation from any source whatsoever, and deposit all moneys in the name of the corporation in such banks, trust companies, or other depositories as shall be selected in accordance with the provisions of Article VIII of these by-laws; and in general ensure that all procedures in the financial policies and procedures guidelines are adhered to and perform all the duties incident to the office of treasurer and such other duties as from time to time may be assigned to him or her by the Chair or by the Board of Trustees.

Section 7: Secretary

The Secretary shall be responsible for overseeing the school designee in maintaining the minutes of the meetings of the members of the Board of Trustees in one or more files provided for that purpose; see that all notices are duly given in accordance with the provisions of these by-laws or as required by law; be custodian of the corporation's records and of the seal of the corporation and see that the seal of the corporation is affixed to all documents, the execution of which on behalf of the corporation under its seal is duly authorized in accordance with the provisions of these by-laws; and in general

perform all duties incident to the office of secretary and such duties as from time to time may be assigned to him or her by the Chair or by the Board of Trustees.

ARTICLE VI

Section 1: Committees of Members of the Board of Trustees

The Board of Trustees by resolution adopted by a majority of the voting members as from time to time constituted may designate one or more committees, each of which shall consist of two or more voting members of the Board of Trustees (plus any non-board members as the Board sees fit to appoint), which committees to the extent provided in such resolution shall have and exercise the authority of the Board of Trustees in the management of the corporation; but the designation of such committees and the delegation thereto of authority shall not operate to relieve the Board of Trustees or any individual member thereof of any responsibility imposed on it, him, or her by law.

Section 2: Executive Committee

(a) The Executive Committee shall be comprised of the Chair of the Board of Trustees, the Vice Chair and the chair of each standing committee, and shall function as a long-range planning committee to set goals and objectives for the corporation. The Executive Committee shall be authorized to expedite the transaction of business and management of the corporation between regular meetings of the Board of Trustees. Subject to any specific limitation imposed by the certificate of incorporation, the Executive Committee shall have such further specific powers as may from time to time be conferred upon it by resolution of the Board of Trustees, and the Executive Committee may exercise such powers in such manner as it shall deem for the best interests of the corporation in all cases in which specific directions shall not have been given by the Board.

(b) The Chair of the Board, or in the absence of the Chair, the Vice Chair shall preside at meetings of the Executive Committee, and the secretary of the corporation or, if the secretary of the corporation is not a member of the Executive Committee, a member of the Executive Committee designated by the members thereof shall be the secretary of the Executive Committee. In the event of absence from any meeting of the secretary of the Executive Committee, the members of the Executive Committee present at the meeting shall select a member of the Executive Committee to be secretary of the meeting.

(c) The Executive Committee may prescribe for the conduct of its business such rules and regulation, not inconsistent with these bylaws or with such resolutions for the guidance and control of the Executive Committee as may from time to time be passed by the Board, as it shall deem necessary or desirable, including, without limitation, rules fixing the time and place of meetings and the notice to be given thereof, if any. A majority of the voting members of the Executive Committee shall constitute a quorum. The adoption of any resolution or the taking of any other actions shall require the affirmative vote of a majority of all the voting members of the Executive Committee as from time to time constituted. The Executive Committee shall keep minutes of its proceedings, and it shall report all action taken by it to the Board at the meeting thereof held next after the taken of such action. All action taken by the Executive Committee shall be subject to revision or alteration by the Board at the meeting of the Board at which any such action has been reported to the Board; provided, however that such revision or alteration shall not affect any action taken by any officer or employee of the corporation, or by a third party, or any rights of third parties that have vested, in reliance upon any action or direction of the

Executive committee.

(d) The Executive Committee shall not have the authority to act on behalf of the Board of Trustees for the purpose of: 1) amending these by-laws, 2) amending the budget, or 3) making decisions covering the selection or retention of the Head of School. The Executive Committee can act on behalf of the Board of Trustees in decisions regarding routine business of the School as designated by the Board of Trustees.

Section 3: Other Committees

Other committees not having and exercising the authority of the Board of Trustees in the management of the corporation may be designated by a resolution adopted by a majority of the voting members present at a meeting at which a quorum is present. (for example, Education Committee, Finance Committee). The Chair of the Board of Trustees shall appoint the members of such committee, except as otherwise provided in the resolution designating such committees. Any member thereof may be removed by the person or persons authorized to appoint such member whenever in their judgment the best interests of the corporation shall be served by such removal.

Section 4: Terms of Office of Committee Members

Each member of a committee shall continue to serve until his or her successor is appointed, unless the committee shall be sooner terminated, or unless such member is removed from such committee, or unless such member shall cease to qualify as a member thereof.

Section 5: Chair

Except as otherwise provided herein, two members of each committee shall be appointed by the Chair of the Board as, respectively, Chair and Vice Chair of such committee.

Section 6: Vacancies

Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

Section 7: Quorum

Unless otherwise provided herein or in the resolution of the Board of Trustees designating a Committee, a majority of the voting members of the whole committee shall constitute a quorum and the act of a majority of the voting members present at a meeting at which a quorum is present shall be the act of the committee.

Section 8: Rules

Each committee may adopt rules for its own government not inconsistent with these by-laws or with rules adopted by the Board of Trustees.

ARTICLE VII: Indemnification of Trustees, Officers and Employees

Section 1: General: Indemnification of Trustees and Officers

The corporation shall, to the fullest extent to which it is empowered to do so by any applicable laws as may from time to time be in effect, indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (other than an action by or in the right of the corporation), by reason of the fact that such person is or was a Trustee or officer of the corporation, or that such person is or was serving at the request of the corporation as a trustee, director, officer, employee, or agent of another corporation, partnership, joint venture, trust or other enterprise, against all judgments, fines, reasonable expenses (including attorneys' fees) and amounts paid in settlement

actually and reasonably incurred by such person in connection with such action, suit or proceeding, if such person acted in good faith and in a manner he or she reasonably believed to be in, or not opposed to the best interests of the corporation, and, with respect to any criminal action or proceeding, had no reasonable cause to believe his or her conduct was unlawful. The termination of any action, suit or proceeding by judgment, order, settlement, conviction, or upon a plea to no lo contendere or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner he or she reasonably believed to be in, or not opposed to the best interests of the corporation, or, with respect to any criminal action or proceeding, that the person had reasonable cause to believe his or her conduct was unlawful.

Section 2: Indemnification of Trustees and Officers: Actions By or In the Right of the Corporation

The corporation shall, to the fullest extent to which it is empowered to do so by any applicable laws as may from time to time be in effect, indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action or suit by or in the right of the corporation to procure a judgment in favor of the corporation by reason of the fact that such person is or was a Trustee or officer of the corporation, or that such person is or was serving at the request of the corporation as a trustee, director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, against all judgments, fines, reasonable expenses (including attorneys' fees) and amounts paid in settlement actually and reasonably incurred by such person in connection with the defense or settlement of such action, suit or proceeding, if such person acted in good faith and in a manner he or she reasonable believed to be in, or not opposed to the best interests of the corporation, provided that no indemnification shall be made in respect of any claim, issue or matters as to which such person shall be made in respect of any claim, issue or matters as to which such person shall have been adjudged to be liable for negligence or misconduct in the performance of his or her duty to the corporation, unless, and only to the extent that the court in which such action or suit was brought shall determine upon application that, despite the adjudication of liability, but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for such expenses as the court shall deem proper.

Section 3: Authorization of Indemnification

Any indemnification under Section 1, Section 2 or Section 5 of this Article (unless ordered by a court) shall be made by the corporation only as authorization in the specific case, upon a determination that indemnification of the Trustee, officer, employee or agent is proper in the circumstances because he or she has met the applicable standard of conduct set forth in Sections 1,2, or 5 of this Article. Such determination shall be made by (1) the Board of Trustees by a majority vote of a quorum consisting of Trustees who were not parties to such action, suit or proceeding, or (2) if such a quorum is not obtainable, or even if obtainable, if a quorum of disinterested Trustees so directs, by independent legal counsel in a written opinion.

Section 4: Contract with the Corporation

The provisions of this Article VII shall be deemed to be a contract between the corporation and each Trustee or officer who serves in any capacity at any time while this Article VII is in effect, and any repeal or modification of this Article VII shall not affect

any rights or obligations hereunder with respect to any state of facts then or theretofore existing or any action, suit or proceeding theretofore brought or threatened based in whole or in part upon any such state of facts.

Section 5: Indemnification of Employees and Agents

Persons who are not covered by the foregoing provisions of this Article VII and who are or were employees or agents of the corporation, or who are or were serving at the request of the corporation as employees or agents of another corporation, partnership, joint venture, trust or other enterprise, may be indemnified to the extent authorized at any time or from time to time by the Board of Trustees, subject to the same standard of conduct set forth in Sections 1 and 2 of this Article; provided, however, that to the extent that such employee or agent has been successful, on the merits or otherwise, in the defense of any action, suit or proceeding to which he or she was made a party by reason of the fact that he or she is or was an employee or agent acting in the above described capacity, or in the defense of any claim, issue or matter therein, the corporation shall indemnify such employee or agent against expenses (including attorneys' fees) actually and reasonably incurred by him or her in connection therewith.

Section 6: Payment of Expenses in Advance

Expenses incurred in defending a civil or criminal action, suit or proceeding may be paid by the corporation in advance of the final disposition of such action, suit or proceeding, as authorized by the Board of Trustees in the specific case, upon receipt of an undertaking by or on behalf of the Trustee, officer, employee, or agent to repay such amount, unless it shall ultimately be determined that such Trustee, officer, employee, or agent is entitled to be indemnified by the corporation as authorized by this

Article VII

Section 7: Insurance against Liability

The corporation will purchase and maintain insurance on behalf of any person who is or was a Trustee of the corporation, against any any liability asserted against such person and incurred by such person in any such capacity, or arising out of such person's status as such, whether or not the corporation would have the power to indemnify such person against such liability under the provisions of these by- laws.

Section 8: Other Rights of Indemnification

The indemnification provided or permitted by this Article VII shall not be deemed exclusive of any other rights to which those indemnified may be entitled by law or otherwise, and shall continue as to a person who has ceased to be a Trustee.

ARTICLE VIII: Contracts, Checks, Deposits, and Funds

Section 1: Contracts

The Board of Trustees may authorize any officer or officers, agent or agents of the corporation, in addition to the officers so authorized by these by-laws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation and such authority may be general or confined to specific instances.

Section 2: Checks, Drafts, Etc.

All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the corporation, shall be signed by such officer or officers, agent or agents of the corporation (eg. The Principal) and in such manner as shall from time to time be determined by resolution of the Board of Trustees. In the absence of any such determination by the Board of Trustees, such instruments shall be

signed by the and countersigned by the Head of School.

Section 3: Deposits

All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies or other depositories as the Board of Trustees may select.

Section 4: Gifts

The Board of Trustees may accept on behalf of the corporation any contribution, gift, bequest, or device for the general purposes or for any specific purpose of the corporation.

ARTICLE IX: Books and Records

The corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of the Board of Trustees and committees having any of the authority of the Board of Trustees.

ARTICLE X: Fiscal Year

The fiscal year of the corporation shall begin on the 1st day of July and end on the last day of June in each year.

ARTICLE XI: Seal

The Board of Trustees may provide a corporate seal which shall be in the form of a circle and shall have inscribed thereon the name of the corporation and the words "corporate Seal, State of New York" provided, however, that the use of said seal shall be entirely discretionary, and shall not be required for the issuance of any documents unless specifically required by the laws of the State of New York

ARTICLE XII: Waiver of Notice

Whenever any notice whatever is required to be given under the provisions of the General Not-for-Profit Corporation Act of New York, or under the provisions of the articles of incorporation of the by-laws of the corporation, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE XIII: Amendments to By-laws

These by-laws may be altered, amended or repealed and by-laws may be adopted by a majority of the voting members of the Board present at any regular meeting or at any special meeting, provided that at least five (5) days written notice is given of intention to alter, amend, or repeal or to adopt new by-laws at such meeting. Any amendment to the By-laws will be voted only after examination of any possible conflicts with the Articles of Incorporation.

ATTACHMENT 5c
Code of Ethics

The Board of Trustees recognizes that sound, ethical standards of conduct serve to increase the effectiveness of school board trustees and their staff as educational leaders in their community. Actions based on an ethical code of conduct promote public confidence and the attainment of school goals. The Board also recognizes its obligation under the General Municipal Law to adopt a code of ethics consistent with the provisions of the General Municipal Law, setting forth the standards of conduct required of all school trustees, officers and employees. Therefore, every officer and employee of the school, whether paid or unpaid, including Board Trustees, shall adhere to the following code of conduct:

Gifts:

An officer or employee shall not directly solicit any gifts; nor shall an officer or employee accept or receive any single gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

Confidential information:

An officer or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.

Representation before the Board:

An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board.

Representation before the Board for a contingent fee:

An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board, whereby the compensation is to be dependent or contingent upon any action by the school with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

Disclosure of interest in matters before the Board:

A member of the Board of Trustees and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she has in such matter. The term

“interest” means a pecuniary or material benefit accruing to an officer or employee.

Investments in conflict with official duties:

An officer or employee shall not invest or hold any investments directly in any financial, business, commercial, or other private transaction that creates a conflict with his or her official duties.

Private employment:

An officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.

Future employment:

An officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the district on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

Distribution of the Code of Ethics

The Chairperson of the Board of Trustees shall cause a copy of this Code of Ethics to be distributed annually to every officer and employee of the school. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her employment.

Penalties

In addition to any penalty contained in any other provision of law any person who shall knowingly and intentionally violate any of the provisions of the Board’s code of ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

ATTACHMENT 8a

Hiring and Personnel Policies and Procedures

All employees of Charter High School for Academics, Character and Technology (ACT) will be expected to adhere to the policies below. Each employee, when hired, will be given a copy (electronic copies on a flash drive and a hard copy if requested) of the Staff Handbook, Student / Parent Guide and the Student Discipline Code (Code of Conduct). They will sign for receipt of these items and acknowledging they are responsible for knowing their content. They will also be reviewed with staff as part of our Professional Development. All employees will be expected to sign an Employment Acknowledgement Form and contract. These forms will be kept in their employee file in a locked cabinet in the operations office. The Staff Handbook will be supplemented as needed during the year with a numbered Staff Memorandum system, which will be sent to teachers electronically and hard copy. Teachers will be responsible for keeping an electronic and hard copy of these memorandums. When the Staff Handbook is updated it will be done with approval from the Board of Trustees. ACT reserves the rights to modify or change, any or all such plans, policies or procedures, in at any time. The resolution of any questions or interpretations of the policies will be the sole prerogative of the School and its management. This handbook is not an employment contract and does not create legally enforceable obligations for the schools or the Board of Trustees.

It will be the policy of the School to provide equal employment opportunity to all qualified employees and applicants without regard to race, color, religion, sex, sexual orientation, gender identity and expression, national origin, ethnicity, age, disability, marital status, military service status, or any other protected classification. This policy will apply to all aspects of the employment experience, including recruitment, hiring, compensation, promotion, transfer, disciplinary action, layoff, return from layoff and training, and social and recreational programs. Any and all such employment decisions will be made in a non-discriminatory manner. We will comply with the Americans with Disabilities Act and all applicable state and local laws prohibiting discrimination in employment against qualified individuals with disabilities. The school will also provide reasonable accommodation for such individuals in accordance with these laws. It is the School's policy to:

- ensure that qualified individuals with disabilities are treated in a nondiscriminatory manner in the pre-employment process and that employees with disabilities are treated in a nondiscriminatory manner in all terms, conditions, and privileges of employment;
- administer medical examinations to employees when justified by business necessity;
- keep all medical-related information confidential and retain it in separate files;
- provide reasonable accommodation to applicants and employees with disabilities, except where it would create an undue hardship for CAMPA; and
- notify individuals with disabilities that the school provides reasonable accommodation to qualified individuals with disabilities by including this policy in the personnel handbook and by posting the Equal Employment Opportunity Commission's poster on discrimination throughout school premises.

A qualified individual with a disability may request a reasonable accommodation by communicating this request to the Principal either orally or in writing. Upon receiving the request, the Principal or his or her designee will meet with the employee to identify the precise limitations resulting from the disability and the potential accommodation that ACT may make.

The School reserves the right to request additional medical documentation from the individual. The Principal will make the final decision regarding any accommodation.

Hiring Procedure:

Research has shown that effective teachers are critically important to student learning and achievement, therefore we believe that the quality of the professional staff determines the quality of instruction in the school. It will be the responsibility of the Principal to locate and recruit the best-qualified candidates to ensure that the School will meet the educational and social emotional needs of our students. All positions at the School will be posted publically and will include a job description and minimum requirements for the position. All postings will include the following wording:

As an equal opportunity employer, Charter High School for Academics, Character and Technology hires without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability.

All applicant's resumes and cover letters will be reviewed by the Principal and Director of Operations to ensure that they meet minimum requirements and experience.

The following procedures will be implemented:

- All prospective employees will submit their resume and a cover letter specifically tailored to the available position they are applying for.
- Our interview process will help the school make a determination whether a candidate has the required skills to be an effective member of our school's staff, which includes fitting into our unique collaborative learning environment. We will utilize an interview protocol that includes a list of interview questions aligned to our school program, as well as a rubric for scoring responses.
- The Principal or a designee may elect to pre-screen candidates with a telephone interview or video conference to determine whether the candidate has the knowledge and experience required and to be a successful staff member.

- **Writing Sample**

Those candidates who are invited to continue in the process after the interview will be asked to complete a writing sample related to their educational philosophy, receptiveness to feedback, and professional development that the school will use to determine whether the candidate is a good fit for our school.

- **Demonstration Lesson**

After successful completion of those steps, candidates will be asked to perform a demonstration lesson, in alignment with the grade level and subject they are applying for. Depending on the grade level or position of consideration, the candidate may be asked to conduct multiple demonstration lessons.

- **Checking References**

We will check references provided by the prospective employee that includes speaking to a former employer.

- **Hiring**

ACT will offer employment through an offer letter and a phone call. The candidate will be invited into the school and presented with the offer letter, which will include the following:

Charter High School for Academics, Character & Technology

- Job title or position offered, along with the job responsibilities
- Salary and benefits to be offered
- A restatement that the employment will be on an at-will basis
- A restatement that the employee has received the staff handbook (included in the handbook will be a code of ethics, and important state regulations, such as corporal punishment, and mandated reporting requirements), student/parent guide, and the student discipline code (Code of Conduct and Character)

- Fingerprinting

All candidates will be asked to provide references which will be checked and will be required to provide finger print clearance upon hire.

Before an employee can begin working, they must clear the NYSED fingerprint screening process.

- Teacher Qualifications

Teacher selection shall be based on the following:

- State certification in the appropriate license area
- Professional competence
- Professional attitude
- The ability to contribute to student academic and social/emotional growth in our school
- Proven ability to work collaboratively with all constituencies in a school community

- Supervisor Qualifications

- School building leader certification
- A proven track record of leadership that includes evidence of successful curriculum design and implementation and instructional design
- A proven track record of developing innovative educational programs to meet the needs of a diverse student population
- Experience of developing and implementing a successful individualized professional development program
- Prior successful experience as a teacher and supervisor
- Proven ability to work collaboratively with all constituencies in a school community

Candidates for positions within our school must demonstrate that they are willing to embrace our school's mission, supporting the educational and developmental needs of our diverse student population, including at-risk students, and working collaboratively with staff, students, parents, and the community at large. They must also demonstrate a belief that they are life-long learners who are receptive to feedback and anxious for professional development that will lead to increased student achievement. Additionally, candidates should be state-certified in the subject area they are teaching, as well as supervisory candidates, who should be state-certified and have prior experience. We will use diverse means for recruiting all staff, including ads in newspapers, such as the New York Times, through colleges and universities, teacher recruitment fairs, job posting services, online through our website, the New York City Charter School website, and other educational hiring websites.

SHARON S. SPANN



CANDIDATE STATEMENT:

I believe that developing highly effective teachers are the most important component in school reform. It takes talent, dedication, strong leadership skills, and the ability to organize and facilitate for teachers for success. My twenty-five years as an educator, including fourteen years in leadership, informed my belief in the power of teacher effectiveness. As an Assistant Principal, I established an environment of collaboration, clear expectations, and data driven decision making. I believe my role as an educational leader is to build upon existing knowledge to prepare teachers for continued learning.

EDUCATION:

1997	Brooklyn College	S.A.S.	Educational Administration and Supervision
1996	Brooklyn College	M.S.	Guidance and Counseling
1994	Medgar Evers College	B.A.	Elementary Education

CERTIFICATIONS:

New York State School Administrator and Supervisor
New York State School District Administrator
New York State Teacher Certification, Pre-K-6

WORK EXPERIENCE:

2006-Academy Director Richard R. Green Campus Bronx, New York

Richard R. Green Campus is located in the Northeast Bronx. The student body is 90% Black, 8% Hispanic, 2%, White. M.S. 272 is a SINI school. As a member of the administrative cabinet, using data to drive our decision making, I collaborate with cabinet members to provide professional development for teachers to support and enhance English Language Arts across the curriculum which includes support systems for Students with Disabilities and English Language Learners.

Charter High School for Academics, Character & Technology

2005-2006 Aspiring Principal Middle School 131 New York, New York

Middle School 131 located in Chinatown has student population of 1,048. That is 84.2% Asian, 3.7% Black, 11.2% Hispanic, and 0.9% White. M.S. 131 is a corrective action school and I have been part of the team working on steps towards restructuring.

2000-2005 Assistant Principal Public School 92 Brooklyn, New York

Public School 92 is a New York City Department of Education School located in the Crown Heights section of Brooklyn. Our student population at the time was 1100. The student body was 84.7% black, 11.4% Hispanic, 2.5% Asian, and 1.4% white. The school was removed from the SURR list in 2001. As part of the administrative team, I continued to work to improve student attendance, increase reading and math scores, and decrease suspensions.

1998-2000 Assistant Principal M.S. 193 Bronx, New York

Middle School 193 was a SURR school under the Chancellor's District Leadership located in the South Bronx. The school was phased out in 1999. I was the Assistant Principal in charge of English Language Arts. I worked with the staff developer and teachers in grades 6-8 to modify the English Language Arts curriculum to address the students' needs.

1998-1997 Literacy Instructional Specialist JHS 263 Brooklyn, New York

Junior High School 263 was a SURR school under the Chancellor's District leadership located in the Oceanhill Brownsville section of Brooklyn. The school was phased out in 1998. I was the Assistant Principal responsible for the English Language Arts department. I worked with English teachers to use the data to inform instruction. Collaboratively, we continued to modify and develop the English Language Arts curriculum to meet our students' needs.

1993-1997 English Language Arts Teacher J.H.S. 263 Brooklyn, New York

Junior High School 263 was located in Oceanhill Brownsville. The school was phased out in 1998. I taught 8th grade English Language Arts.

CAREER HIGHLIGHTS:

- Developed the English Language Arts curriculum for 8th grade, which resulted in significant gains the New York State Literacy Test. As a result, the school was removed from the SURR list in 2002.
- Implemented Pupil Instructional Plans for 3rd grade "at risk" students, which resulted in an increase in NYS ELA scores.
- Designed and conducted parent workshops, which provided strategies for home/school student support.
- Designed and conducted teacher workshops, which provided strategies for teachers working with SwDs and ELLs
- Served as a Project Arts liaison and initiated a program that integrated arts into our after school program.
- Managed and supervised Summer Success Academy.

OTHER SIGNIFICANT EDUCATIONAL EXPERIENCE:

- Attended Teachers College Aspiring Principal Institute to enhance leadership skills.
- Continued graduate courses at St. John's University in pursuit of an Educational Doctorate.
- Attended New York City Leadership Academy to enhance leadership skills.

COMMUNITY ACTIVITIES/AWARDS/HONORS:

- Participated in the New York Cares schoolwide project.
- Volunteered for Meals on Wheels
- Planned and implemented parent activities to encourage parent participation in school activities.
- Member of ABENY
- Member of ASCD

New York State Education Department

Request for Proposals to Establish Charter Schools Authorized by the Board of Regents

Budget and Cash Flow Templates for the 2013 New Charter Applications

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1. - Complete ALL SIX tabs in **BLUE**
2. - Enter information into the **GRAY** cells
3. - Cells labeled in **ORANGE** contained guidance pertaining to that tab
4. - Cells containing **RED** triangles in the upper right corner in columns B thru G contain guidance on that particular line item
5. - Funding by School District information for all NYS School districts is located on the State Aid website at <https://stateaid.nysed.gov/charter/> Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accommodate additional districts if necessary.
6. - Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicate the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

[New York State Education Department](#)
[Request for Proposals to Establish Charter Schools](#)
[Authorized by the Board of Regents](#)

New Applicaton Budget(s) & Cash Flow(s) Template

Charter High School for Academics, Character & Technology

Contact Name:	Sharon Spann
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]
District of Location	New York City D.O.E. CSD 2
	Examples
Pre-Opening Period	09/01/2014 to 06/30/2015
Operational Year ONE	07/01/2015 to 06/30/2016

Charter High School for Academics, Character & Technology
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
09/01/2014 to 06/30/2015

Assumptions

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.

DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application if applicable. For example, student enrollment would reference the page in the application that states enrollment targets.

Total Revenue	210,000
Total Expenses	197,160
Net Income	12,840
Actual Student Enrollment	100
Total Paid Student Enrollment	-
	START-UP PERIOD

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue	CY Per Pupil Rate		
District of Location			
New York City District 2	13,527		-
School District 3 (Enter Name)			-
School District 4 (Enter Name)			-
School District 5 (Enter Name)			-
Special Education Revenue			-
Grants			
Stimulus		200,000	The school will request \$200,000 of the \$500,000 CSP grant for the pre-opening period
Other			-
Other			-
TOTAL REVENUE FROM STATE SOURCES		200,000	

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs			
Title I			
Title Funding - Other			-
School Food Service (Free Lunch)			-
Grants			
Charter School Program (CSP) Planning & Implementation			-
Other			-
Other			-
TOTAL REVENUE FROM FEDERAL SOURCES			-

LOCAL and OTHER REVENUE

Contributions and Donations, Fundraising		10,000	
Erate Reimbursement			-
Interest Income, Earnings on Investments,			-
NYC-DYCD (Department of Youth and Community Developmt.)			-
Food Service (Income from meals)			-
Text Book			-
OTHER			-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		10,000	

TOTAL REVENUE	210,000
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EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions		List exact titles included in the position category, if different from description, and staff FTE's (Full time equivalent)
Executive Management			
Instructional Management	1.00	65,000	School Leader will be paid 130,000 annually ; will start Jan.1, and be paid 65,000.
Deans, Directors & Coordinators			
CFO / Director of Finance			
Operation / Business Manager	1.00	24,000	Operations/Business Manager will be paid 72,000 annually; will start March 1, and be paid 24,000.
Administrative Staff	1.00	14,000	Operations Assistant/Secretary will be paid 42,000 annually; will start March 1, and be paid 14,000.
TOTAL ADMINISTRATIVE STAFF	3.00	103,000	

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular			
Teachers - SPED			
Substitute Teachers			
Teaching Assistants			
Specialty Teachers			
Aides			
Therapists & Counselors			
Other			
TOTAL INSTRUCTIONAL			

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse			
Librarian			
Custodian			
Security			
Other			
TOTAL NON-INSTRUCTIONAL			

SUBTOTAL PERSONNEL SERVICE COSTS

	3.00	103,000
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PAYROLL TAXES AND BENEFITS

Payroll Taxes	11,330	for start up employees Payroll Taxes at 11%
Fringe / Employee Benefits	11,330	for start up employees fringe/employee benefits at 11%
Retirement / Pension		
TOTAL PAYROLL TAXES AND BENEFITS	22,660	

TOTAL PERSONNEL SERVICE COSTS

	3.00	125,660
--	------	---------

CONTRACTED SERVICES

Accounting / Audit		3,000	Audit of Financial policies and procedures and pre-opening budget
Legal			Pro Bono services
Management Company Fee			
Nurse Services			
Food Service / School Lunch			
Payroll Services		1,000	
Special Ed Services			
Titlment Services (i.e. Title I)			
Other Purchased / Professional / Consulting		35,000	10,000 for Technology consulting and 25,000 for Charter School Business Management
TOTAL CONTRACTED SERVICES		39,000	

SCHOOL OPERATIONS

Board Expenses		5,000	For planning and P.D. on board governance
Classroom / Teaching Supplies & Materials			
Special Ed Supplies & Materials			
Textbooks / Workbooks			
Supplies & Materials other			in kind contribution Micro Power Career Institute
Equipment / Furniture			in kind contribution Micro Power Career Institute
Telephone		1,000	cell phone service plans
Technology		1,500	Lap top computers for start up staff
Student Testing & Assessment			
Field Trips			
Transportation (student)			
Student Services - other			
Office Expense		3,000	Postage
Staff Development			
Staff Recruitment		10,000	Teacher recruitment

Student Recruitment / Marketing	10,000	Student recruitment and marketing of school
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	2,000	Liability insurance
TOTAL SCHOOL OPERATIONS	32,500	
FACILITY OPERATION & MAINTENANCE		
Insurance	-	
Janitorial	-	
Building and Land Rent / Lease	-	
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	-	
DEPRECIATION & AMORTIZATION		
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	
TOTAL EXPENSES	197,160	
NET INCOME	12,840	
ENROLLMENT - *School Districts Are Linked To Above Entries*		
District of Location	-	
New York City District 2	100	
School District 3 (Enter Name)	-	
School District 4 (Enter Name)	-	
School District 5 (Enter Name)	-	
TOTAL ENROLLMENT	100	
REVENUE PER PUPIL	2,100	
EXPENSES PER PUPIL	1,972	

**Charter High School for Academics, Character & Technology
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**

07/01/2015 to 06/30/2016

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 147. This will populate the data in row 9.

Total Revenue	1,196,720	423,805	-	-	300,000	1,920,525
Total Expenses	1,167,368	393,292	-	-	75,000	1,635,660
Net Income	29,352	30,513	-	-	225,000	284,865
Actual Student Enrollment	80	20				100
Total Paid Student Enrollment	-	-				-

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application if applicable. For example, student enrollment would reference the page in the application that states enrollment targets.

Based on projected Special Education student numbers

Assume 10% of students are in the 20 - 60%category

Assume \$1,200 per pupil IDEA funding

Assume \$500 per student

Assume none

Remaining balance of CSP

Assumes 51,000 + \$391 per pupil

Assume NYSTL \$87 per pupil

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	
REVENUE						
REVENUES FROM STATE SOURCES						
Per Pupil Revenue						
District of Location						
New York City District 2	13.527					
School District 3 (Enter Name)						
School District 4 (Enter Name)						
School District 5 (Enter Name)						
Special Education Revenue	1,082,160	270,540	-	-	-	1,352,700
Grants	-	100,625	-	-	-	100,625
Stimulus	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	1,082,160	371,165	-	-	-	1,453,325
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs	-	24,000	-	-	-	24,000
Title I	36,000	9,000	-	-	-	45,000
Title Funding - Other	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-
Grants						
Charter School Program (CSP) Planning & Implementation	-	-	-	-	300,000	300,000
Other	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	36,000	33,000	-	-	300,000	369,000
LOCAL and OTHER REVENUE						
Contributions and Donations, Fundraising	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-
Interest Income, Earnings on Investments, NYC-DYCD (Department of Youth and Community Developmt.)	72,080	18,020	-	-	-	90,100
Food Service (Income from meals)	-	-	-	-	-	-
Text Book	6,480	1,620	-	-	-	8,100
OTHER	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	78,560	19,640	-	-	-	98,200
TOTAL REVENUE	1,196,720	423,805	-	-	300,000	1,920,525

	No. of Positions						
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
Executive Management							
Instructional Management	1.00	52,000	13,000	-	-	-	65,000
Deans, Directors & Coordinators		-	-	-	-	-	-
CFO / Director of Finance		-	-	-	-	-	-
Operation / Business Manager	1.00	-	-	-	-	-	-
Administrative Staff	1.00	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	3.00	52,000	13,000	-	-	-	65,000
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	7.00	455,000	-	-	-	-	455,000
Teachers - SPED	2.00	-	130,000	-	-	-	130,000
Substitute Teachers		-	-	-	-	-	-
Teaching Assistants	2.00	70,000	-	-	-	-	70,000
Specialty Teachers	2.00	130,000	-	-	-	-	130,000
Aides	2.00	38,400	9,600	-	-	-	48,000
Therapists & Counselors	1.00	35,000	35,000	-	-	-	70,000
Other		-	-	-	-	-	-
TOTAL INSTRUCTIONAL	16.00	728,400	174,600	-	-	-	903,000
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse		-	-	-	-	-	-
Librarian		-	-	-	-	-	-
Custodian		-	-	-	-	-	-
Security		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL		-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	19.00	780,400	187,600	-	-	-	968,000
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		85,844	20,636	-	-	-	106,480
Fringe / Employee Benefits		85,844	20,636	-	-	-	106,480
Retirement / Pension		-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		171,688	41,272	-	-	-	212,960
TOTAL PERSONNEL SERVICE COSTS	19.00	952,088	228,872	-	-	-	1,180,960
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	10,000	-	10,000
Legal		-	-	-	-	-	-
Management Company Fee		-	-	-	25,000	-	25,000
Nurse Services		12,000	3,000	-	-	-	15,000
Food Service / School Lunch		-	-	-	-	-	-
Payroll Services		-	-	-	10,000	-	10,000
Special Ed Services		-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		12,000	3,000	-	45,000	-	60,000
SCHOOL OPERATIONS							
Board Expenses		-	-	-	1,000	-	1,000
Classroom / Teaching Supplies & Materials		-	-	-	-	-	-
Special Ed Supplies & Materials		-	4,000	-	-	-	4,000
Textbooks / Workbooks		6,480	1,620	-	-	20,000	28,100
Supplies & Materials other		8,000	2,000	-	-	-	10,000
Equipment / Furniture		-	-	-	-	-	-
Telephone		3,600	-	-	-	-	3,600
Technology		28,000	7,000	-	-	-	35,000
Student Testing & Assessment		40,000	10,000	-	-	-	50,000
Field Trips		-	-	-	-	9,000	9,000
Transportation (student)		-	-	-	-	-	-
Student Services - other		3,200	800	-	-	-	4,000
Office Expense		4,000	1,000	-	-	-	5,000
Staff Development		8,000	2,000	-	-	-	10,000
Staff Recruitment		10,000	-	-	-	-	10,000
Student Recruitment / Marketing		10,000	-	-	-	-	10,000
School Meals / Lunch		-	-	-	-	-	-

List exact titles included in the position category, if different from description, and staff FTE's (Full time equivalent)

Principal

Operations Business Manager

Operations Assistant Secretary

2 ELA, 2Math, 1soc.st., 1sci., 1span at 65000 inc.sum.sch.

2 SPED teachers, one serving as a part time coordinator (.5)

additional support in core content areas

1 ELL teacher and 1 Academic Intervention specialist / Grade Advisor

2 aides halls, cafeteria, copying

guidance counselor

Student recruitment & retention specialist / Parent liaison

Audits

pro bono

CSBM weekly service plus monthly Board meeting

payroll services

monthly board meetings

\$200 per student

science lab and equipment

300 per month phone and internet

tablets for students

Scantron and additional assessments

instructional trips linked to core subject areas

student recognition/help with uniform costs

Travel (Staff)	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	121,280	28,420	-	-	30,000	179,700
FACILITY OPERATION & MAINTENANCE						
Insurance	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-
Building and Land Rent / Lease	70,000	130,000	-	-	-	200,000
Repairs & Maintenance	-	-	-	-	-	-
Equipment / Furniture	12,000	3,000	-	-	-	15,000
Security	-	-	-	-	-	-
Utilities	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	82,000	133,000	-	-	-	215,000
DEPRECIATION & AMORTIZATION						
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-
	-	-	-	-	-	-
TOTAL EXPENSES	1,167,368	393,292	-	-	75,000	1,635,660
NET INCOME	29,352	30,513	-	-	225,000	284,865

required escrow year 1

to be reviewed and address additional instructional needs

ENROLLMENT - *School Districts Are Linked To Above Entries*		REGULAR EDUCATION	SPECIAL EDUCATION		
District of Location					-
New York City District 2		80	20		100
School District 3 (Enter Name)					-
School District 4 (Enter Name)					-
School District 5 (Enter Name)					-
TOTAL ENROLLMENT		80	20	-	100
REVENUE PER PUPIL		14,959	21,190	-	19,205
EXPENSES PER PUPIL		14,592	19,665	-	16,357

SUBTOTAL PERSONNEL SERVICE COSTS	18.00	90,167	90,167	90,167	90,167	90,167	90,167	90,167	90,167	90,167	90,167	90,167	1,082,000
PAYROLL TAXES AND BENEFITS													
Payroll Taxes	9,918	9,918	9,918	9,918	9,918	9,918	9,918	9,918	9,918	9,918	9,918	9,918	119,020
Fringe / Employee Benefits	9,918	9,918	9,918	9,918	9,918	9,918	9,918	9,918	9,918	9,918	9,918	9,918	119,020
Retirement / Pension	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	19,837	19,837	19,837	19,837	19,837	19,837	19,837	19,837	19,837	19,837	19,837	19,837	238,040
TOTAL PERSONNEL SERVICE COSTS	18.00	110,003	110,003	110,003	110,003	110,003	110,003	110,003	110,003	110,003	110,003	110,003	1,320,040
CONTRACTED SERVICES													
Accounting / Audit	833	833	833	833	833	833	833	833	833	833	833	833	10,000
Legal	-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
Nurse Services	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	833	833	833	833	833	833	833	833	833	833	833	833	10,000
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlment Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
SCHOOL OPERATIONS													
Board Expenses	83	83	83	83	83	83	83	83	83	83	83	83	1,000
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	16,000
Textbooks / Workbooks	2,342	2,342	2,342	2,342	2,342	2,342	2,342	2,342	2,342	2,342	2,342	2,342	28,100
Supplies & Materials other	833	833	833	833	833	833	833	833	833	833	833	833	10,000
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	300	300	300	300	300	300	300	300	300	300	300	300	3,600
Technology	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	35,000
Student Testing & Assessment	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000
Field Trips	-	-	-	938	938	938	938	938	938	938	938	938	7,500
Transportation (student)	42	42	42	42	42	42	42	42	42	42	42	42	500
Student Services - other	333	333	333	333	333	333	333	333	333	333	333	333	4,000
Office Expense	417	417	417	417	417	417	417	417	417	417	417	417	5,000
Staff Development	833	833	833	833	833	833	833	833	833	833	833	833	10,000
Staff Recruitment	833	833	833	833	833	833	833	833	833	833	833	833	10,000
Student Recruitment / Marketing	833	833	833	833	833	833	833	833	833	833	833	833	10,000
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	15,267	15,267	15,267	16,204	16,204	16,204	16,204	16,204	16,204	16,204	16,204	15,267	190,700
FACILITY OPERATION & MAINTENANCE													
Insurance	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	200,000
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	15,000	-	-	-	-	-	-	-	-	-	-	-	15,000
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	33,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	235,000
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	163,603	148,603	148,603	149,541	149,541	149,541	149,541	149,541	149,541	149,541	149,541	148,603	1,805,740
NET INCOME	211,847	(148,603)	76,847	(149,541)	75,909	459	143,409	(149,541)	99,909	(149,541)	75,909	(73,003)	14,060
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	211,847	(148,603)	76,847	(149,541)	75,909	459	143,409	(149,541)	99,909	(149,541)	75,909	(73,003)	14,060
Beginning Cash Balance	12,840	224,687	76,083	152,930	3,389	79,298	79,758	223,167	73,626	173,535	23,994	99,903	12,840
ENDING CASH BALANCE	224,687	76,083	152,930	3,389	79,298	79,758	223,167	73,626	173,535	23,994	99,903	26,900	26,900

**Charter High School for Academics, Character and Tecnology
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application if applicable. For example, student enrollment would reference the page in the application that states enrollment targets.

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.					
Total Revenue	1,352,700	2,705,400	4,058,100	5,410,800	13,927
Total Expenses	-	-	-	-	-
Net Income (Before Cash Flow Adjustments)	1,352,700	2,705,400	4,058,100	5,410,800	13,927
Actual Student Enrollment	100	200	300	400	400
Total Paid Student Enrollment	-	-	-	-	-

	Year 1	Year 2	Year 3	Year 4	Year 5
	2015-'16	2016-'17	2017-'18	2018-'19	2019-'20
*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5					

REVENUE					
REVENUES FROM STATE SOURCES					
	0.0%	0.0%	0.0%	0.0%	0.0%
Per Pupil Revenue					
New York City DOE CSD 2	13,527	13,527	13,527	13,527	13,527
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
Special Education Revenue	-	-	-	-	-
Grants	-	-	-	-	-
Stimulus	-	-	-	-	-
Other	-	-	-	-	-
Other	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	1,352,700	2,705,400	4,058,100	5,410,800	13,927
REVENUE FROM FEDERAL FUNDING					
IDEA Special Needs	-	-	-	-	-
Title I	-	-	-	-	-
Title Funding - Other	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-
Grants	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-
Other	-	-	-	-	-
Other	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-
LOCAL and OTHER REVENUE					
Contributions and Donations, Fundraising	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-
Interest Income, Earnings on Investments, NYC-DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-
Text Book	-	-	-	-	-
OTHER	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-
TOTAL REVENUE	1,352,700	2,705,400	4,058,100	5,410,800	13,927

EXPENSES		No. of Positions				
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	-	-	-	-	-	-
Instructional Management	1.00	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	1.00	-	-	-	-	-
Administrative Staff	1.00	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	3.00	-	-	-	-	-
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	7.00	-	-	-	-	-
Teachers - SPED	1.00	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	2.00	-	-	-	-	-
Specialty Teachers	2.00	-	-	-	-	-
Aides	2.00	-	-	-	-	-
Therapists & Counselors	1.00	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	15.00	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	18.00	-	-	-	-	-
PAYROLL TAXES AND BENEFITS						
Payroll Taxes	-	-	-	-	-	-
Fringe / Employee Benefits	-	-	-	-	-	-
Retirement / Pension	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	18.00	-	-	-	-	-
CONTRACTED SERVICES						
Accounting / Audit	-	-	-	-	-	-
Legal	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	-	-	-	-	-	-
SCHOOL OPERATIONS						
Board Expenses	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-
Telephone	-	-	-	-	-	-
Technology	-	-	-	-	-	-
Student Testing & Assessment	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-
Staff Development	-	-	-	-	-	-
Staff Recruitment	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-
Other	-	-	-	-	-	-

List exact titles included in the position category, if different from description, and staff FTE's (Full time equivalent)

1.

TOTAL SCHOOL OPERATIONS	-	-	-	-	-
FACILITY OPERATION & MAINTENANCE					
Insurance	-	-	-	-	-
Janitorial	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-
Security	-	-	-	-	-
Utilities	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-
TOTAL EXPENSES	-	-	-	-	-
NET INCOME	<u>1,352,700</u>	<u>2,705,400</u>	<u>4,058,100</u>	<u>5,410,800</u>	<u>13,927</u>
ENROLLMENT - *School Districts Are Linked To Above Entries*					
New York City DOE CSD 2	100	200	300	400	400
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
TOTAL ENROLLMENT	<u>100</u>	<u>200</u>	<u>300</u>	<u>400</u>	<u>400</u>
REVENUE PER PUPIL	<u>13,527</u>	<u>13,527</u>	<u>13,527</u>	<u>13,527</u>	<u>35</u>
EXPENSES PER PUPIL	-	-	-	-	-
CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES					
Example - Add Back Depreciation	-	-	-	-	-
Other	-	-	-	-	-
Total Operating Activities	-	-	-	-	-
INVESTMENT ACTIVITIES					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-
Other	-	-	-	-	-
Total Investment Activities	-	-	-	-	-
FINANCING ACTIVITIES					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-
NET INCOME	<u>1,352,700</u>	<u>2,705,400</u>	<u>4,058,100</u>	<u>5,410,800</u>	<u>13,927</u>
Beginning Cash Balance	-	1,352,700	4,058,100	8,116,200	13,527,000
ENDING CASH BALANCE	<u>1,352,700</u>	<u>4,058,100</u>	<u>8,116,200</u>	<u>13,527,000</u>	<u>13,540,927</u>