



COVER SHEET

Title: Full Application submitted in response to the *2011 New York State Education Department Request for Proposals to Establish Charter Schools Authorized by the Board of Regents* for the New York Generation Charter School

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District or CSD in which the school will be located: 14

Total projected grade levels to be served by the end of five years, and when the school is fully developed: Grades 6-8

Total projected maximum enrollment by the end of five year, and when the school is fully developed:
435 Students



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2011 NYSED Charter School Application Statement of Assurances

- ✓ We intend to apply for a Charter School Planning and Implementation Grant (CSP). We understand that if the New York Generation Charter School application is approved by the NYS Board of Regents and issued a charter, the school is qualified to receive a federal CSP grant, pending available funding and final approval of budget materials by the NYSED Charter School Office and the New York State Comptroller. We agree to complete all required budget information and assurances (Exhibit A) according to forthcoming instructions and a revised timeframe to be issued by NYSED.
- ✓ In accordance with New York Education Law Section 2851(2)(t), in the case of the closure or dissolution of the New York Generation Charter School, we agree to abide by and implement the forthcoming Closing Procedures for New York State Charter Schools Authorized by the Board of Regents to be issued by NYSED.
- ✓ We understand that if we intend to request waivers from a federal, state, or local regulation or rule that is generally applicable to public schools that we believe are necessary for the successful operation of the charter school, we propose be waived, or otherwise not apply to the charter school, we will include such requests along with justification where appropriate in the application narrative.
- ✓ I attest that all information included in this New York State Education Department 2011 Charter School Application for the proposed New York Generation Charter School is accurate and correct.



Signature of Lead Applicant

3/28/11

Date

Phase III: Full Application

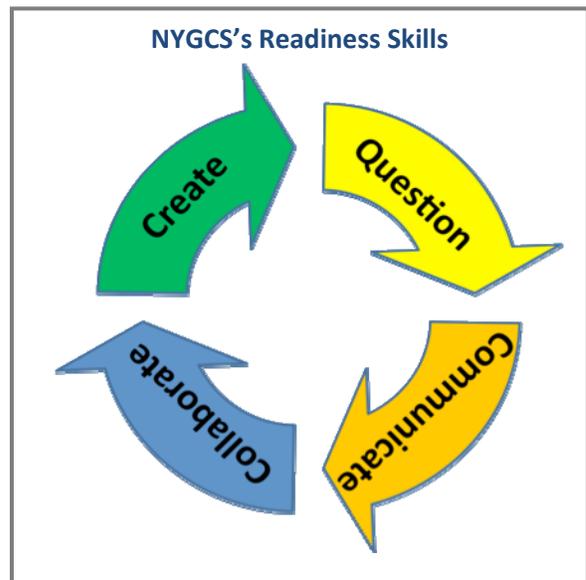
I. EDUCATION PLAN

Instructional Model

New York Generation Charter School's (NYGCS) mission is to prepare generations of learners for life's responsibilities, challenges, and opportunities. NYGCS builds on Generation Schools' proven, innovative and effective model that provides all students with the time and support they need to achieve.

NYGCS is designed around the needs of middle school students and especially English Language Learners (ELLs) and Students with Disabilities (SwDs), providing: a) effective teachers with much more time with far fewer students; b) students with opportunities to move at their own pace, especially as they are catching up; c) experiences that extend learning beyond conventional classrooms and connect learning to life, so students can dream bigger, work harder, and care more. Of course, these are the same structures that benefit *all* students, and NYGCS will be an inclusive school, providing opportunities for a broad range of students to achieve.

Throughout the NYGCS instructional model, there is a consistent approach to pedagogy and instruction – a shared progressive understanding that across the curriculum and grade-levels, teachers are preparing all students to achieve success, perform well on informal and formal standardized assessments, and proceed successfully not only from class to class and year to year, but also to the variety of opportunities available to them after NYGCS. Each course has the same components integrated into unit plans, weekly plans, and individual lessons. Students question, communicate, collaborate, and create. Teachers work with students throughout the school day and year to prepare them to master these skills in a variety of settings, and to do so independently. Independence is crucial for students to be able to carry these basic and critical skills with them into high school and beyond.



A. Curriculum and Instruction

NYGCS's unique schedule and calendar affords students the opportunity to take three types of Courses:

- 1) Foundation Courses - core courses - ensure that students are successfully prepared for high school and college;
- 2) Studio Courses - remedial, enrichment and elective courses - provide the breadth of experiences students deserve, and;
- 3) Intensive Courses ensure that learning is connected to life.

The three types of courses provide complementary supports for students, addressing different needs.

Foundation Courses provide the basis in core content areas students need to be successfully prepared for high school, college, and beyond. Foundation Courses are co-taught by teams of teachers: one team for Humanities and another for Math and Science. The Foundation teams include teachers with content, special needs, and ELL expertise. As a team, the teachers are responsible for a grade of students, but each day, teachers focus on a small section of these students. Teachers can choose to bring their sections together to team-teach when appropriate, and since the teams follow the same pacing calendar, they can group and re-group students as needed. By focusing the vast majority of our teachers on teaching Foundation Courses, the school is able to maintain sections averaging roughly 18 students or fewer. With much more time, far fewer students, and minilabs of computers built into the school structure, teachers are able to plan strategically and customize engaging instruction for all students—whether they are newcomers or seventh-generation Americans. These focused, guided, and flexible instructional groups enable teachers to know their students well and to attend to individual learning needs and modalities.

Foundation Courses are designed with the core knowledge and skills students need forefront in mind. By the time NYGCS students complete eighth grade, they will be prepared for the academic, social, and emotional rigors of high school.

Newcomers, ELLs, SwDs, and mainstream students alike will all have equal access to a rich curriculum, planned backwards from both the Common Core and NYS Standards using techniques and protocols developed from *Understanding by Design*. Teachers will align essential unit objectives, including Tier I and II adaptations, to meet the needs of a diverse population of students and to ensure that they are reading and writing at grade level by graduation from NYGCS.

Each of the curricula integrated in the Foundation Courses provides students with the opportunity to explore their world, investigate authentic issues, engage in hands-on activities, and demonstrate understanding both orally and in writing. Each is grounded in current research of leading experts in the education field. Most importantly, each curriculum makes available a wide selection of texts, rich visual aids, kinesthetic activities, and other resources that meet the needs of *all* students, particularly SwDs and ELLs. Finally, each comes with meaningful daily, unit, and benchmark assessment systems that will be modified to meet the needs of individual students and are aligned with both NYS and Common Core Standards.

The Foundation Courses are deliberately sequenced throughout the year. Foundation teams create and commit to a pacing calendar and develop unit plans. They can support those students who need additional support, and help students move quickly into the depth and richness of the curriculum.

Math/Science Foundation Courses will allow students to make important connections between math and science content; for example, students will apply the graphing knowledge gained through the CMP2 unit *Moving Straight Ahead* to the FOSS unit *Chemical Interactions*. All students, regardless of prior mathematical understandings, will use the *Connected Mathematics Project* (CMP2) curriculum, which will challenge them to make real world inquiries and work collaboratively to share their thinking and debate multiple strategies to finding common solutions. Co-teaching, the special education, ESL, and mainstream teachers will be able to use Tier I interventions to engage ELLs, FELLs, and SwDs to break down the language-rich CMP2 curriculum in scaffolded, guided groups. Students will engage in similar academic inquiry through the FOSS science curriculum. Laboratory activities will provide students with active kinesthetic experiences that will help them develop a passion for understanding the world around them.

Table 1: Math Curriculum Alignment

Curriculum Stated Mission	Sample Units	Common Core Standards*
<p>Connected Mathematics Project 2 (CMP2) <i>“All students should be able to reason and communicate proficiently in mathematics. They should have knowledge of and skill in the use of the vocabulary, forms of representation, materials, tools, techniques, and intellectual methods of the discipline of mathematics, including the ability to define and solve problems with reason, insight, inventiveness and proficiency.”</i></p>	<p>6th grade - “Bits and Pieces II”</p> <p>8th grade - “Say it with Symbols”</p>	<p>6.NS.1, 6.NS.5, 6.NS.6, 6.NS.6a, 6.NS.7a, 6.NS.7b, 6.EE.2, 6.EE.2a, 6.EE.2b, 6.EE.5</p> <p>8.EE.7, 8.EE.7b, 8.F.2, 8.F.3, 8.F.4, 8.G.9,</p>

*Common Core Standards are in direct alignment with NYS Standards.

Connected Mathematics Project 2 is a language-based approach to solving real world problems in alignment with the National Council of Teachers of Mathematics (NCTM) standards, which were used to draft the Common Core standards, as indicated above. Based on their pre-unit assessments, students will be asked to use manipulatives, various representations (graphical, pictorial, geometric, and algebraic), and words not only to demonstrate their problem-solving strategies, but also to engage in debate with their peers and teachers about why their answers and/or strategies are similar or different. Students must do more than solve problems or demonstrate their understanding of the math; they need to use critical thinking skills to apply their strategies to related problems. The curriculum is broken into units by strand at each grade level, and teachers use pre- and post-assessments to target differentiation strategies within the text to meet the individual needs of students, particularly SwDs and ELLs. Throughout each unit, there are opportunities for assessment. Teachers can use “check-ups” as mid-unit assessments, “reflection questions” at the end of each investigation to assess understanding and/or misconceptions, “ACE Homework” questions as daily assessments, and “additional resource problems and/or questions” for enrichment and extended learning opportunities. In addition, many of the units generally include an end of unit project assessment that requires students to apply mathematical concepts and skills in an unfamiliar setting. The “Launch”, “Explore” and “Summarize” processes (similar to the parts of the Workshop Model teachers use in Humanities Foundation Courses), also provide ample assessment opportunities. For example, as students are engaging in their tasks during the Launch, teachers with prepared questions can confer with students. During the Summary portion of the lesson, teachers can draw essential mathematical concepts and ideas from students, assess patterns of (mis)understanding by looking at students’ strategies, explanations, and questions, and use this valuable data to adjust their subsequent lessons

Full Option Science System (FOSS) is based on the latest research in the field of science, constantly adapted to meet the needs of students of all backgrounds, and aligned to National Science Teaching and Education Standards used to create the Common Core standards. Students engage in laboratory exploration, data analysis, and scientific debate. Students are assessed before, during, and after the

unit on their ability to demonstrate understanding of the scientific method and its application to real world inquiry, including experiment design and discovery.

Humanities Foundation Courses, which integrate English Language Arts (ELA) and Social Studies, will be sequenced to focus on Global and American history. The Courses will be designed using the *Teachers’ College Reading and Writing Project* units of study and grounded in the literacy framework and instructional practices of the *Lesley University Literacy Collaborative*. Units will be composed of aligned reading and writing units of study: a typical year will include units on personal narratives, non-fiction, literary analysis, an expressive mode such as poetry or theater, and research. Teachers will attend to presentation skills throughout.

Within units, teachers will balance direct instruction and an inquiry-approach that will challenge students at various levels. Teachers engage students through high-interest, appropriately leveled texts, such as the *National Geographic Explorers* leveled text sets. A variety of strategies including the use of visual aids, graphic organizers, process drama, content dictionaries, and scaffolding of texts will be used to help all students access complex content.

Typical days will be organized using a balanced literacy approach to design whole class, guided reading and writing, as well as more individualized instruction and time for independent practice. All students, regardless of ability, will be required to read independently during class time and at home. Over time, teachers will gradually build students’ responsibility to facilitate leveled reading groups and book clubs within their Courses. On typical days, students will examine resources including primary and secondary source materials, such as those provided in the *History Alive* and *Facing History and Ourselves* curricula and the online *American Social History Project*. They will reflect in writing, using visuals, and orally.

Table 2: ELA Curriculum Alignment

Curriculum Stated Mission	Sample Units	Common Core Standards*
<p>Teachers’ College Readers and Writers Project The focus of reading and writing at the middle school level is to help students see how their work relates to themselves and the world. Students take on various roles such as journalists, essayists, and authors of poetry. Students begin to analyze texts more deeply—focusing on themes, character analysis, theses and supporting evidence, and multiple perspectives. “Most importantly, they learn to do this work with independence and fluency.”</p>	<p>6th grade - Narrative Writing</p> <p>8th grade - Social Issues Book Clubs</p>	<p>W.6.3, W.6.3a, W.6.3b, W.6.3c, W.6.3d, W.6.3e, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9a, W.6.9b, W.6.10 SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6</p> <p>RL.8.10, RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.7, RI.8.8, RI.8.9, RI.8.10</p>

*Common Core Standards are in direct alignment with NYS Standards.

The Teachers College Readers and Writers Project (TCRWP) Units of Study and The Literacy Collaborative Framework developed by Lucy Calkins and Irene Fountas form the foundation of the school’s approach to *Balanced Literacy*. Teachers will use TCRWP’s outlines of units of study for Readers’ and Writers’

workshop in grades K-8. As indicated above, this curriculum is aligned with NYS and Common Core Standards. Complementing TCRWP, The Literacy Collaborative provides the instructional framework necessary to meet unit objectives in reading, writing, and word study for academic vocabulary development, while supporting students' development of oral language. Instruction is differentiated for each student according to his or her reading benchmark assessment, writing score on the *six-core trait rubric*, and interests. Instructional strategies targeting ELLs and SwDs include scaffolding with graphic organizers, building schema, and developing context for word study. Continuous assessment drives whole-class mini-lessons, small group guided practice, and individual instruction to meet the needs of all learners. Units of study are aligned in reading and writing and are also aligned directly with both the Common Core and NYS Standards for reading, writing, and responding to informational, analytical, and literary texts. Students will develop their writing by reading mentor texts in fiction and across non-fiction content areas and by building their academic vocabulary through word study.

History Alive is deeply committed to complex historical inquiry and uses an academic vocabulary accessible to ELLs and SwDs. The curriculum is directly aligned with both the Common Core and NYS Standards in Social Studies. Through the study of maps, historical documents, and other primary and secondary sources, students are asked to recreate historical events and reflect on their outcomes through debate, role-play, and written reflection. NYGCS teachers will use the same *six core traits writing rubric* used in ELA to measure progress, and Heinemann reading benchmarks to ensure that students have access to appropriately leveled instructional texts.

Studio Courses include remedial and enrichment Courses, which complement Foundations to provide the breadth of experiences students deserve. The majority of teachers teach Foundation Courses in the morning and a Studio Course in the afternoon. They are able to plan Studios that leverage their own passions, so they are better able to hook students with their excitement. They are also able to plan using what they've learned about students from their Foundation classes. Every student attends three Studio Courses daily. At full enrollment, the school will be able to offer arts and music, languages and fitness, advanced sciences and technology, Tier II remediation and enrichment. The range of Studio Courses provides students with the opportunity to develop their passions, expand their academic interests, close content gaps in time for ninth grade, and receive remediation through SETTS support and ESL services.

In Studio Courses, students get deeper experiences in Science, Math, ELA, and Social Studies. Over the course of three years, they can also use Studios to fulfill distribution requirements in the arts, foreign language, and wellness. Students with mandated services can receive these services during Studios so they do not miss Foundation Course time.

Additional Science, Math, ELA, and Social Studies Courses Studio Courses also serve students who are struggling in a Foundation Course may take a Studio Course that reinforces the Foundation skills and content. Students who need enrichment can get their needs met in Studio Courses, too. Accelerated students will be able to take high school credit-bearing Courses and take NYS Regents exams when they have demonstrated readiness.

Offerings may include: a) Science Olympiad, Tech Team, High School Now Biology; b) running a school store, Business Club, Math Team, High School Now Algebra; c) maintaining the school's website, journalism, theater, Film Club, High School Now World Literature; and d) Model UN, Model Congress, Student Government, Mock Trial, High School Now Global Studies.

Distribution Requirements The majority of students will be required to complete Studio Courses that meet NYS mandates in the arts, wellness, and languages, but they will have choice within disciplines to explore their interests.

Offerings may include: a) the visual and performing arts, including theater, band, choir, dance, multi-media art, painting, sculpture, or drawing; b) wellness and physical fitness, including team, individual, competitive, and non-competitive sports, such as basketball, volleyball, soccer, track, yoga, dance, health; and c) languages, including Spanish for beginners and advanced Spanish for native speakers.

Mandated Interventions: ELA, Math, ESL and SETTS All students below grade level will be required to take Studio Courses in which they will receive mandated interventions. These Studios may include conventional and / or technology-based intervention programs including: a) Scholastic Read 180 and Lexia to improve decoding, fluency, reading comprehension, and reading accuracy in alignment with the Literacy Collaborative framework; b) Marilyn Burns, IXL, and FASTT Math to improve computational fluency in alignment with CMP2 units of study; and c) ESL and Special Education Teacher Support Services (SETSS).

Intensive Courses Our expanded 200-day school year creates extra time during which we can offer unique, month-long Intensives that help students connect learning to life. The Intensives are taught by a team of full-time teachers who rotate to each grade throughout the year. The team includes teachers with strong literacy or ELL expertise, enabling us to offer additional literacy and language instruction to ELLs and SwDs. Intensive teachers work with the school's social workers to develop and execute the Courses, enabling us to dramatically improve high school preparation and acculturation guidance for our middle schoolers. By re-defining the roles of some of our teachers, we do not need more professional staff than a typical school to add this groundbreaking guidance program.

The Intensives team works with each grade twice per year, for a month at a time. During Intensives, class sizes average no more than 25 students, which enables the full-time faculty to customize instruction and guidance for all students and their families. During these months, the students' regular Foundation and Studio Courses are suspended, and the Intensive is the only course students take. Students will have the opportunity to express their preferences and will be placed in one course from up to five options offered for each Intensive.

Intensives teachers combine school-based, rigorous instruction with real world, off-site experiences. These Courses provide students with the opportunity to think beyond the three years of middle school and explore beyond the four walls of the building. More specifically, Intensives will prepare students academically, socially, and emotionally for high school, engage them in their communities, and strengthen their core content skills. Students learn about the high school application process and about how to set academic goals to reach GPA or high school test requirements.

The Intensives develop students' skills and understanding along three complementary strands: 1) Intensives address students' academic needs, allowing them to build upon and practice the skills developed in Foundation Courses, including reading, writing, and presentation skills. In addition, they help students develop complementary skills: students learn to communicate negotiate, facilitate people and processes, debate, problem solve, innovate, and budget. They also learn study skills and project management. 2) Intensives develop students' social understanding of themselves as individuals, as part of a school community, and as part of the larger community they will join as they progress through and graduate from school. The Courses provide opportunities for service learning and for students to

identify problems in their communities and work towards solutions. The Intensive sequence culminates in a Capstone Project, scaffolded on the content and skills developed over the course of three years. Students complete a service learning project and demonstrate what they've learned about themselves and their role in their community. 3) Intensives develop students' understanding of high school, college, and career development needs.

Table 3: Intensives Grades 6 Through 8

Gr	First Intensive	Second Intensive
6	<p>“Looking up; looking out” Students learn about themselves, set goals, and learn how to plan to achieve those goals. <i>Who are you? What are your strengths? What do you want to do? How have people navigated high school, college, and careers?</i></p>	<p>Service Learning Students learn to be active agents for positive change in their community. <i>What can you do for others? What are the needs of people in your community? How can you best help yourself and those around you?</i></p>
7	<p>“High School 1” Students visit a range of schools and meet with high school students. <i>How do you make a choice? How do career paths and high schools fit into this choice? What’s involved in the application process?</i></p>	<p>Service Learning Students engage in projects related to their high school, college, and career interests. As part of their projects, they meet professionals in the field. Students interested in the arts may work with a museum or create a mural. Students interested in health professions may host a health fair for the community.</p>
8	<p>“High School 2” Students are supported through the application process and work to ensure that they will be successful as they matriculate to high school. Students begin to plan their Capstone Projects.</p>	<p>Capstone Project Students plan and execute a project in which they demonstrate what they’ve learned about themselves, their community, and the ways in which they can be active agents for positive change.</p>

Professional Development

High-caliber professional development is fundamental to NYGCS since we believe it is our mission to prepare *generations of learners* for life’s responsibilities, challenges, and opportunities. By implementing Generation Schools’ unique model, we are able to offer 20 days of professional development to all teachers. The development and support of teachers is woven through every component of the school plan – including whole school conferences, grade level conferences, and daily common work time.

Whole School and Grade-Level Conferences As part of the regular work year, teachers participate in a two-week Summer Conference before the school year begins and a weeklong Spring Conference in the middle of the year. In addition, teachers participate in two Grade-Level Conferences while their students are participating in Intensives. When a grade of students is working with the Intensives teachers, the Foundation Teams responsible for that grade have a three-week break and a week-long Grade-Level Conference.

New staff induction and training is an integral part of the professional development plan. Starting in the spring of 2012, when the first staff is hired, NYGCS and its partner, Generation Schools, will prepare experienced educators to open the school and to embrace the redefined roles and responsibilities they will assume there. Teachers new to the profession will be provided with a mentor teacher, and will

engage in regular, monthly sessions with mentor teachers to review progress, address pitfalls, and realign professional development goals. In subsequent years, the new staff receives the same supports in the spring and sets additional goals as part of the school’s Summer Conference.

Common Work Time Each day, teachers have two hours of common work time with their team members to review daily, unit-based informal and formal student data. During this time, teachers have opportunities to work collaboratively in a variety of ways—across grade teams, across content areas, and across the school—to address compelling problems of practice.

Table 4: Expectations of Common Work Time

Content Strand	Participants	Goals / Problems of Practice
Looking At Student Work Protocol (www.lasw.org)	Foundation Teams	Establish grade-level expectations for writing across all content areas
Vertical Curriculum Planning	Content Teams	Ensure vertical alignment of grade-level expectations across units of study
Advisory Team Time	Advisors	Review student progress with Foundation teachers, as well as trouble-shoot student strategies
Assessment Review	Foundation Teams Content Teams	Review student performance from tri-annual interim assessments
Student Reviews	Foundation Teams	Review progress toward tri-annual student goals with Foundation teams
Committees	All Staff	Engage in inquiry-based Action Research to address any school-wide or grade-level achievement gaps

An online technology such as the database available through Impact Ed may be used to adjust lesson, unit, and school-wide objectives and strategies.

The teacher teams in Foundation Courses and the two hours of common planning time makes in-service professional development much easier to coordinate. Members of content teams can observe practice in a colleague’s classroom with a facilitator who is also one of the lead teachers, grounded in a school-wide problem of practice. For example, content teams may compare grade-level writing strategies. Content team members will then use this data to review and revise vertical alignment plans.

Content for Professional Development

With this additional time for professional development, we establish and nurture a professional learning community. Teachers have time to build upon common understandings, practices, and expectations, and to secure additional support and training when necessary.

Culture of a Professional Learning Community As we work to establish the school’s culture as a truly professional learning community, we will:

- Build a culture of respect, trust, care, and empathy within our professional learning community and for our school community as a whole. Staff will read *Crucial Conversations: Tools for Talking When Stakes Are High* by K. Patterson, J. Grenny, R. McMillan, A. Switzler, and S. Covey and *Power of Our Words* by Paula Denton. We will establish norms for professional conversations.
- Establish structures to support collaboration. Staff will read *The Power of Protocols: An Educator's Guide to Better Practice* by Joseph McDonald, Nancy Mohr, Alan Dichter, and Elizabeth McDonald. We will review and use specific protocols in our professional work that teams will also use in their classrooms.
- Establish structures for reflection. We will establish practices to ensure decisions are made that are consistent with the school's mission and its larger goals, grounded in real-time student data. We will establish practices to ensure staff is reflective and continuously improving their work. Staff will read *The Reflective Practitioner: How Professionals Think in Action* by Donald Schön.

The Enhanced Collaborative Team Teaching Model The NYGCS staffing model differentiates roles and responsibilities. The principal, teachers, and/or the Generation Schools Network staff will work backwards from the standards in Kim Marshall's *Teacher Evaluation Rubrics*. The staff will become versed in different Collaborative Team Teaching (CTT) models, to develop or work from specific descriptions of roles teachers may have on Foundation Course teams. Moreover, Foundation Team teachers will learn to shoulder different responsibilities, becoming more efficient and effective.

Developmental Design Each summer, all staff members engage in professional development in the Developmental Design curriculum to reset expectations for a proactive social curriculum. This curriculum is intended to "meet the unique combination of social, emotional, physical, and intellectual needs of young adolescents . . . [and] offers an array of strategies designed to keep young people safe, connected, responsible, and engaged in learning." The Developmental Design (DD) approach is based on the "the research-grounded belief" that healthy, enjoyable relationships are the foundation for success in school. In order to establish and maintain those relationships, teachers must know their students; students must come to know and appreciate each other; clear parameters for acceptable behavior must be drawn and consistently maintained; and learning must be engaging, exploratory, relevant, and varied" (www.originsonline.org).

Reflective Practices And Continuous Improvement As honest and rigorous reflection is fundamental to building and sustaining a professional community, teachers will be asked to set, review, and revise individual professional goals. On a regular basis, teachers will be asked to:

- Restate their professional goals
- Detail the work they've done to achieve their goals
- Reflect on what they've learned or how they've improved their practice
- Revise their goals for the coming period of time
- Detail steps they will take to work towards their goal
- Demonstrate an understanding of the Generation Schools model and how to use its nimbleness
- Review best practices to support ELLs, such as those described by Adia Walqui in "Quality Teaching for English Learners" on the WestEd site, and Teaching Matters' work around literacy.
- Review practices and build on each other's strengths with content and interventions for SPED and ELL students
- Review strategies on how to collaborate and work independently, and how to facilitate the six different CTT / ICT models
- Identify overlap in curricula; adjust annual plans, units, assessments, and lessons
- Review strategies for generating, analyzing, and synthesizing data

- Use data to address students’ needs by modifying curriculum and plans, grouping and regrouping students, and articulating students’ outcomes / next steps
- Review strategies to adjust use of assessments for ELLs

B. School Calendar and Daily Schedule – See Attachments 3 and 4

NYGCS will implement Generation School’s unique annual calendar and daily schedule that significantly increases instructional time for students without increasing the work year for teachers. The calendar and schedule have been implemented at Brooklyn Generation since it opened in 2007, and elements are being used in a growing network of existing schools affiliated with Generation Schools.

Teachers start in August with a two-week Summer Conference. This time is built into the teachers’ regular school year, so it can be sustained without additional cost throughout time. Each and every year, the whole teaching staff has the opportunity to learn, plan, build, and integrate new staff into the teams and the school community. After the Summer Conference, teachers welcome students into their classrooms. The majority of teachers teach their Foundation and Studio Courses. At different times during the year, different grade level teams have their mid-year breaks and Grade-Level Conferences.

Students, for the majority of the school year, students have two Foundation Courses each morning: one Humanities and one Math/Science. After lunch, students have three Studio Courses, as described above. Twice per year, for a month at a time, the Foundation and Studio Courses are suspended so that students can have their Intensives. The Intensive teachers work with one grade of students for that month while grade-level teachers have three weeks of break and a weeklong Grade-Level Conference. By rotating the Intensive teachers from grade to grade and staggering teachers’ breaks, we are able to extend the school year for students without increasing the work year for teachers.

The daily schedule and annual calendar are fully compliant with NYC DOE and NY State Education Law 2852(2)n. NYGCS’s daily schedule and annual calendar actually provide additional instructional time for students. The schedule and calendar have been vetted and the same basic calendar has been implemented within the NYC DOE and NYSED at Brooklyn Generation School since 2007.

Table 5: Daily Schedule

Student Schedule...	Teacher Schedule...		
Foundation Course	Foundation Course	9:00	Foundation Courses – Every Morning ~18 students (90 min) Classrooms will have computer minilabs, libraries, areas for independent and small-group work, as well as space for whole-group instruction.
Foundation Course	Foundation Course	10:45	<i>The morning includes a 15 minute break between Foundations.</i>
Lunch	Lunch	12:15	Lunch (60 min) <i>Students may also have advisory during this time.</i>
Studio Course	Studio Course	1:15	Studio Courses – Every Afternoon 24-28 students (72 min)
Studio Course	Common planning time for every Foundation Course teaching team every day. (120 - 145 min)		Data informed and responsive offerings including:
Studio Course		5:00	<ul style="list-style-type: none"> • Additional core instruction • Distribution requirements • Mandated services

C. Target Population

New York Generation Charter School is designed to accommodate the enrollment needs of a typical middle school facility in Community School District 14 (CSD 14) of New York City. NYGCS will open with a class of 150 sixth graders and 95 seventh graders in its first year and will add a new cohort of 150 sixth grade students each subsequent year. By 2014, our school will serve grades six through eight with a total of roughly 435 students. Starting with two grades and larger cohorts will allow us to accommodate as many students as possible, to be more fully staffed than conventional start-up schools, and to use this

staff to create a strong culture and environment. The school may address natural attrition by filling open seats from its wait list, depending on factors such as the time of the year. In our budgeting, we have included a 10% attrition rate to be fiscally conservative.

Table 6. Enrollment Goals *

	2012-13	2013-14	2014-15	2015-16
6 th	150	150	150	150
7 th	95	150	150	150
8 th		95	135	135

**Budget projections assume an attrition rate not reflected here.*

CSD 14 serves the neighborhoods of Williamsburg and Greenpoint in North Brooklyn, populated mostly by Polish-Americans, Latinos, and Orthodox Jewish residents. There are 19,277 students enrolled in K-12 in CSD14. The demographics of this population include 29% Black or African-American, 59% Hispanic or Latino, 3% Asian or Native Hawaiian/Pacific Islander, and 8% White¹. Currently, of the 52 public schools, there are eight charter schools in CSD 14, serving only approximately 2,400 students. Only three of these schools serve grades 6, 7, and 8. Based on the most recent population data collected by the New York City Department of City Planning in a three-year estimate (from 2006-2008), 71.6% of CSD 14 residents are not United States citizens and 67.1% speak languages other than English in their homes². Moreover, 25.9% and 30.1% of families and individuals have incomes that fall below the poverty level³.

Between the 2006-2007 and 2008-2009 school year, the number of school-aged children eligible for free lunch grew from 74% to 81%, and from 4% to 6% for reduced-price lunch⁴. Currently, 86.14% of students in the district require free or reduced-price lunch. The steady increase in this population indicates the high need of students to be served by public schools in the area. The special education population in CSD 14 is 16.9%. English Language Learners (ELL) compose 12.67% of the K-12 population in CSD 14.

NYGCS is designed around the needs of middle school students and especially ELLs and SwDs, providing them with: a) effective teachers who have much more time with far fewer students; b) opportunities for students to move at their own pace, especially as they are catching up; c) experiences that extend beyond conventional classrooms so that they can dream bigger, work harder, and care more. Of course, these are the same structures that benefit *all* students, and NYGCS will provide opportunities for a broad range of students in an inclusive school.

¹New York State District Report Card, Accountability and Overview Report, 2008-2009

² Retrieved from http://nyc.gov/html/dcp/pdf/census/puma_socio_06to08_acs.pdf#bk1 on January 27, 2011

³ Retrieved from http://nyc.gov/html/dcp/pdf/census/puma_socio_06to08_acs.pdf#bk1 on January 27, 2011

⁴ New York State District Report Card, Accountability and Overview Report, 2008-2009

D. Assessment

NYGCS will utilize multifaceted data collection and evaluation tools to inform instruction and provide baseline data against which to measure progress. The responsibilities for evaluating and documenting student progress will be strategically distributed to ensure that each facet of assessment is completed continuously and effectively so that daily instruction is both data-informed and responsive. The NYGCS teachers will integrate data into curriculum development, school-wide course programming and sequencing. NYGCS staff will create a series of annual, unit-based, and daily assessments—in addition to those required by NYS—which will help staff constantly adjust instruction to meet the diverse needs of all learners. In addition, with the information provided by ongoing assessment, we will establish high levels of accountability for students and families in partnership with NYGCS advisors and teachers.

Table 7: Assessments, All Grades

Assessment	Content	Frequency
SUMMATIVE ASSESSMENTS		
NYS Exams	Social Studies, ELA, Math, Science	Annually
NYSESLAT, LAB R	ELL	Annually
Report Cards	All	At the end of each term
Progress Reports	All	Halfway through each term
Heinemann Reading Benchmarks	Humanities	Fall, Winter (for students below grade level only), Spring
Six-Trait Writing	Humanities	Fall, Winter (for students below grade level only), Spring
FORMATIVE ASSESSMENTS: PERIODIC		
Pre-Unit Content, Six-Trait, and Self-Assessments	Humanities, Math, Science, Intensives, Studio, Advisory	Six times per year in Foundation Courses, end of Intensive/Studio Courses
Post-Unit Content, Six-Trait, and Self-Assessments	Humanities, Math, Science, Intensives, Studios, Advisory	Six times per year in Foundation Courses, end of Intensive/Studio Courses
Interim Assessments	Math - Marilyn Burns' Inventories	Fall, Winter, Spring
Service Learning Projects	Foundation Courses	Each term
Capstone Projects	Intensives, Studio Courses	Each term and culminating Intensive
Social / Emotional	Advisory and Intensive	At beginning of each term

Learning Self-Assessments and Inventories	Courses	
FORMATIVE ASSESSMENTS: DAILY		
Informal Assessments	All	Daily
Tech-Based Assessments	Humanities, Math, Studio Courses	Daily in Intervention Studio Courses

E. School Climate and Discipline

Climate The NYCGS staff and administration will work to ensure positive student outcomes by developing the foundations of a positive school environment, and providing social and emotional skills training to staff and students. Developing a school climate is a process and not an outcome; it will need to be continuously addressed with all members of the school community, from families and students to faculty and administration

Relationship-based teaching and learning is the backbone of a positive school environment. This will best be accomplished through daily advisory, classroom practices based on youth development theories and social emotional skill building, and school-wide expectations that promote responsible decision-making, self-management, and academic success. The Generation Schools model gives professional staff the time they need each day and throughout the year to reinforce teachers’ understanding and ability to implement these social curricula effectively.

When these structures are put into place throughout the school day, our teachers will be able to spend more time and energy enjoying their students and teaching their content. Students will have increased opportunities to focus on developing the skills they need to be socially, emotionally, and academically successful. Administrators will have the time to be instructional leaders, support faculty and staff, develop community relationships, and foster family involvement. Our students’ families will feel secure in knowing that their children are significant members of a community that nurtures all aspects of student growth.

Social Curriculum We will base our social curriculum on the Developmental Designs for Middle School (DD) approach of instilling in our students the capacities of Cooperation, Assertion, Responsibility, Empathy, and Self-Control (CARES). The six principles of DD are:

- Social learning is as important to success as academic learning.
- We learn best by constructing our own understanding through exploration, discovery, practicing, and applying what we have learned, both socially and academically.
- The greatest cognitive growth occurs through social interactions within a supportive community.
- There is a set of personal/social skills that students need to learn and practice in order to be successful socially and academically.
- Knowing the physical, emotional, social, and intellectual needs of the students we teach is as important as knowing the content that we teach.

- Trust among adults is a fundamental necessity for academic and social success in a learning community.⁵

The overarching practices within the DD curriculum consist of:

- Daily Advisory: Each staff member will work with a daily advisory group of no more than eight students. Greetings, Shares, Activities, and Daily Messages will be used within the Circle of Power and Respect to develop personal goals, practice social skills, and build community.
- Pathways To Self-Control: Clear and consistent expectations, development of classroom norms, and a school wide social contract are just a few of the interventions that will be used to establish proactive discipline. Modeling and practicing expectations, as well as the use of reinforcing, reminding, and redirecting teacher language will also address discipline from the angle of prevention. Reactive discipline will include remodeling and revisiting expectations, reflection and repair work, problem-solving meetings, and consistent consequences.
- Engaged Learning Strategies: POWER-learning strategies will apply the reflective loop of planning, working, and reflecting (PWR) to academic lessons while adding the O for options and E for exhibitions.
- Building Community All Day Long: Positive behavior supports in the form of acknowledgement and celebration rituals, team-building among small groups and the larger community, as well as school-wide structures for social skill-building and problem-solving will continue to build community throughout the school day.⁶

Discipline Maslow's *Hierarchy of Needs* asserts that structure, consistency, and discipline are necessary components for all humans to feel safe. People of all ages need to feel safe in order to be productive. Knowing and understanding the expectations and consequences helps all students make informed decisions about their behavior. The approach to discipline at NYGCS will be based on the human need for safety, as well as on Kohlberg's stages of moral development. Our approach will work toward the internalization of moral reasoning, as habits of restraint and ethical responses should be the end result of disciplinary practices.

Our own code of conduct will include both proactive and reactive strategies to provide students with the pathways they need to develop self-control. Students will be provided the tools necessary to make decisions, weigh options, cope with difficult choices, and understand that consequences help them to develop the capacity to make pro-social decisions about their behavior. Additionally, NYGCS's discipline plan will include anti-bullying policies, as outlined by the Dignity for All Students Act. The Director of Student Support Services will work with students and staff to implement anti-bullying techniques and methods through the school climate and social curriculum initiatives. The Principal will report incidents of bullying or bias-based harassment to the NYS Department of Education.

Proactive Discipline Students at NYGCS will be central players in establishing the rules and expectations of the school through the development of a social contract, both in the classroom and throughout the school. Using the Town Hall format, representatives from each advisory will work together to develop the school-wide social contract. This contract will be a living document that all students, teachers, staff, and administration will use to help ensure that norms are taught, re-taught, understood, modeled, and

⁵ Retrieved from <http://www.originsonline.org/includes/files/DDMSInfoPacket.pdf> on February 13 2011.

⁶ Retrieved from <http://www.originsonline.org/includes/files/DDMSInfoPacket.pdf> on February 13 2011.

practiced throughout the day. Teachers and administrators will use reinforcing, reminding, and redirecting language. Learning strategies that engage students will be used to help students focus on their academic learning, while community-building will support their pro-social thinking and behaviors.

Reactive Discipline The three major components of reactive discipline are redirecting, problem solving, and repairing. All reactive discipline must be realistic, respectful, and relevant.

- Redirecting: Students will be given the opportunity to make better choices through many avenues of redirecting. Non-verbal cues, redirecting language, Taking a Break (TAB), and Taking a Break Out (TAB Out) all provide students with the chance to change their behavior and learn from their mistakes.
- Problem-Solving: Reflection plans, conferences with advisors, behavior contracts, and problem-solving meetings with invested members will ensure that students and staff have time to reflect on and repair the decisions that were made.
- Repair: By giving students the chance to ‘fix what is broken’, apologies of action and natural consequences will allow students to restore their integrity and repair any damage that is done. It is never too late to set things right.

When students struggle with repeated difficulties or major infractions, students, teachers, administrators, and families will access our discipline rubric. The rubric will ensure that all parties are fully informed of consequences and that students receive these consequences fairly. With the understanding that Social Emotional Learning and Academic Success are positively correlated (Elias 2006), we will track academic success as well as discipline data (for example, the number of reflection sheets per child over a period of time, number of office referrals or suspensions, etc.). We will distribute to the students pre- and post-surveys on advisory and school climate at the beginning and end of each cycle. In addition, we will use tools such as Survey Monkey to collect bi-annual school climate survey data from staff, families, and students to realign our climate and discipline goals concerning safety, health, and happiness.

Table 8: Discipline

Behavior	First Incident	Second Incident	Third Incident	More Than Three
Disrespect Toward Others and Property <i>Any type of behavior that demonstrates a lack of regard for the feelings and well being of others, continuously disrupts learning, or violates school policy</i> Teasing <i>Name calling, gossiping, rumors, taunting, cyber-bullying, etc.</i>	1. Student calls parent 2. Student participates in an apology of action	1. Student calls parent 2. Student participates in an apology of action 3. Student completes office Fix-it Plan	1. Student calls parent 2. Student participates in an apology of action 3. Student completes office Fix-it Plan 4. Student has detention	1. Student calls parent 2. Student participates in an apology of action 3. Student completes office Fix-it Plan 4. Student has detention 5. Parent conference with teachers and/or administration

Intimidation/ Harassment <i>Racial, ethnic, gender-related, religious, or other forms of severe harassment</i>	1. Student calls parent 2. Detention 3. Fix-it Plan 4. Student participates in an apology of action	1. Student calls parent 2. Detention 3. Student apology 4. Fix-it Plan 5. Parent conference 6. Community service	1. Administration calls parent 2. Fix-it Plan 3. Student apology 4. Parent conference 5. 1 day suspension 6. Community service	1. Administration calls parent 2. Fix-it Plan 3. Student apology 4. Parent conference 5. 1-3 day suspension 6. Community service
Physical /Verbal Aggression (Moderate) <i>Any type of incidental contact that does or does not cause injury (ex: pushing, throwing things at others, play fighting, swearing, cyber-bullying or any other form of physical or verbal contact)</i>	1. Student calls parent 2. 2 detentions 3. Fix-it Plan 4. Student apology	1. Administration calls parent/parent conference 2. 1 day in school suspension 3. Fix- it Plan 4. Student apology	1. Administration calls parent 2. 1-3 day suspension 3. Revision of Fix- it Plan 4. Parent conference 5. Student apology	1. Administration calls parent 2. 2-5 day suspension 3. Revision of Fix-it Plan 4. Parent conference 5. Student apology 6. Individualized plan
Physical Aggression (Severe) <i>Any type of <u>ongoing</u> or <u>intentional</u> physical contact or threat that causes injury (ex: punching, hitting, kicking, shoving, grabbing, slapping, spitting, pinching or other similar behavior that may injure others)</i>	1. Administration calls parent 2. 2-5 day suspension 3. Fix-it Plan 4. Student apology 5. Parent conference	1. Administration calls parent 2. 2-5 day suspension 3. Revise Fix-it Plan 4. Student apology 5. Parent conference	1. Administration call parent 2. 3-5 day suspension 3. Revise Fix-it Plan 4. Student apology 5. Parent conference 6. Individualized plan	1. Administration calls parent 2. 5 day suspension 3. Revise Fix-it Plan 4. Student apology 5. Parent conference 6. Revise Individualized Plan

Discipline of Students with Special Needs At times, it may be necessary to suspend or remove students with disabilities from the school to preserve the integrity or safety of the academic environment. We recognize that the additional mandated procedural safeguards, such as a Manifestation Determination Hearing, must be held if a student is to be removed from school for more than 10 days. The Individuals with Disabilities Education Act and NYS legislation, often requiring additional proceedings, inform such modifications and procedures. We will rigidly adhere to all laws to ensure due process.

Families The partnership between home and school provides the cornerstone of support and accountability for each student. Families will be expected to play a significant role in working with staff to set goals with students and hold them accountable to high academic and emotional expectations. Families will also be actively encouraged to take part in the School Council, family conferences, monthly calls, volunteering, and school-wide events aimed at celebrating student successes.

- School Advisory Council - the administration will meet with families and staff once a month to present instructional and family outreach priorities to enlist support in meeting the needs of all families from a diverse array of communities.
- Regular family conferences - families will be asked to attend three student-led conferences with the staff advisor, in which each member of the team will help the student set year-long goals, measure progress, and modify expectations. Each advisor will be expected to meet with all of the student's content teachers in advance to review student progress.
- Monthly calls - advisors will make a "check-in" call once a month to report positive successes, address family concerns, and reinforce agreed-upon accountability measures.
- Family Evening Events - staff and students will be asked to participate in regular (every six weeks) evening events to showcase student work. Staff will also provide an opportunity at each event to present their curricular goals for the year and to strengthen home-school academic connections.
- "Three for Me" - we will ask that all families agree to volunteer with the school for three hours per year by sharing professional experiences, helping to organize family events, or enriching the classroom environment.

III. ORGANIZATIONAL PLAN

A. Governing Body - See Attachments 5 and 6 for our Proposed Corporate Bylaws and Proposed Code of Ethics.

Size The NYGCS Board will be comprised of between 5 and 15 directors with authority over the school.

Composition The Board composition and profile has been developed to ensure that there is a desired mix of constituencies, skills, and demographics including: constituents from the neighborhood where the school is located; specific skills needed by the NYGCS Board (legal, finance, fundraising, operations, etc.); race and ethnic background; gender and sexual orientation; program-related diversity; disability/ability; and uniquely special Board members that may offer work, wisdom, or wealth, among other factors.

The NYGCS Board will include several members from the current Planning Committee, as well as additional members still to be identified, to ensure a well-rounded and well-functioning NYGCS Board whose members will support the development of the school from conception to implementation. Up to 40% of the Board will represent the founding partner, Generation Schools Network. A representative of the parent body will hold at least one seat. Additional members will represent the broader community engaged in and served by the school.

Role of Individual Board Members Each Board Member will: (a) demonstrate a commitment to the mission of NYGCS; (b) attend Board meetings and participate actively in the Board's deliberations and decisions; (c) represent the school publicly and act in support of the school; (d) participate in school events and other Board-related activities; and (e) demonstrate common sense and good judgment.

Individual Board members will be expected to contribute to the school in a way that is personally significant. They may contribute their time, expertise, or financial assistance. Over time, the Board may establish more explicit expectations of the time or money that individuals must contribute.

Role of the Full Board As a collective, the Board has many responsibilities, including, but not limited to:

- Ratifying the school's mission statement, and any modifications to it.
- Selecting, evaluating, and supporting the Principal, and dismissing the Principal if warranted.
- Attending and participating in Board and committee meetings.
- Establishing and adhering to the school's code of ethics, and enforcing it with employees and officers of the school.
- Giving final approval for any management, operational, and service contracts and holding such contractors accountable for their performance.
- Authorizing broad curricular guidelines or specific curricular programs.
- Approving assessment measures and performance standards.
- Approving admission policies and procedures for the school, consistent with the terms of the charter agreement.
- Setting personnel policies, approving codes of conduct, and authorizing and approving collective negotiations.

- Hearing complaints from any individual or group relating to the management or operation of the school.
- Ensuring that necessary accountability measures are in place, including the performance of audits and annual reports, and that all necessary records and reports are transmitted to the proper charter school oversight entities.
- Providing necessary and proper oversight of all financial aspects of the charter school, including approving the annual budget and providing guidance on fundraising.
- Ensuring that the organization stays in compliance with laws and regulations relating to nonprofit corporations; that it uses its resources toward fulfillment of its tax-exempt purpose as stated on its application for exemption.
- Ensuring that the school is prepared for all oversight and reauthorization of the charter.

Over time, the Board may develop a full job description for members and articulate in more detail specific roles and responsibilities. The Board may decide also to delegate some of its authority, for example, over broad curricular guides or assessment measures and performance standards to the Principal.

Selection Process The Board of Directors of Generation Schools Network will provide guidance to the Planning Committee as the NYGCS Board is developed. This includes conferring with the Generation Schools’ legal counsel. Additional prospective founding members will be identified by the Board of Directors of Generation Schools Network and the Planning Committee, with inputs from stakeholders such as the Blue Ridge Foundation, The Ford Foundation, and others who have long championed the work of Generation Schools.

B. Founding Group Composition – See Attachments 7, 8 and 9 for Resumes, Statements of Assurances and Requests for Information from Prospective Charter School Board Members

While we intend to recruit additional founding team members to ensure that we have a diverse team of experienced professionals, the NYGCS Founding Group is currently composed of the following 14 people:

Table 9: Planning Team and Board of Directors

Name, Title and Affiliation	Experience and Capacities*							
	E	L	F	A	C	B	N	I
Furman Brown <i>Founder, Generation Schools</i>	X						X	
Adele Fabrikant <i>Managing Director NY, Generation Schools</i>	X			X	X		X	X
Michael Fay <i>Partner, Kasowitz, Benson, Torres & Friedman LLP</i>		X				X		X
Athena Fliakos <i>Director Teacher Talent & Development, Generation Schools</i>	X							

Benjamin Geballe <i>Social Studies Teacher, MS 131</i>	X						X	
Judith Katz, <i>President, On Target Strategies</i>	X		X	X		X	X	X
Seth Lewis Levin <i>Principal, Tobin School (Cambridge, MA)</i>	X			X			X	
Lisa Messina <i>District Instructional Coach, Cambridge Public Schools</i>	X							
Jonathan Spear <i>Co-Founder, Generation Schools</i>	X		X	X		X	X	X
Lino Solis <i>Counsel, Arent Fox</i>		X			X	X		
Phyllis Tam <i>Principal, MS 131 (NYC)</i>	X			X				
Jeff Walker <i>Principal & Investment Committee Member, Edge Principal Advisors</i>			X		X	X		X
Wanda Watson <i>Doctoral Candidate, Teachers College, Columbia University</i>	X							
Fergie Wheeler <i>School Adjustment Counselor, Cambridge Public Schools</i>	X						X	

* **Experience and Capacities:** (E) Education; (L) Law; (F) Finance; (A) Administration; (C) Community Member; (B) Business; (N) Non-profit Management; (I) Intent to Serve on the Board

Resumes for each of the founding team members can be found in the Attachments section of this application document.

Once an authorized charter entity, the NYGCS Board will begin meeting monthly. Subject to Open Meeting Law, the Board will notify the public of these meetings by posting flyers at the school, on our web site, and at local community centers, and we will notify the authorizer. We will keep these documents on file. Board meetings may occur in “executive sessions” on rare occasions as appropriate for judicial or quasi-judicial proceedings (e.g. suspension hearings and employee grievance hearings), and/or any matter made confidential by NYS or federal law (e.g. discussions regarding a particular student’s records or children with handicapping conditions in violation of the federal Family Educational Rights and Privacy Act).

In order to promote parent and staff involvement in school governance and to ensure that there are clear opportunities for ongoing communication, we will involve key stakeholders as early as possible in the charter application process.

Once sited, we will actively recruit families, community members, and staff to participate in the planning and implementation of the school as informal or formal members of the planning team or the Board. We will a) host “open houses”; b) establish a Parent Association and Community Council; c) form parent/director subcommittees to help develop plans and implement the school proposal successfully; d) institute a formal process of communication with the NYGCS Board; e) assign parental responsibilities for and participation in school events and field trips; and f) provide one or more seats on the Board for an official parent representative, such as the head of the NYGCS Parent Association.

Similarly, we are committed to involving staff in decision-making and governance of the school. We will a) designate a staff member as a formal liaison of the staff to the NYGCS Board; b) form staff/trustee subcommittees on various issue areas as appropriate; c) create a formal process for staff to have input with the Principal and/or the NYGCS Board to ensure that issues important to the staff receive full discussion.

As a means of promoting family and community engagement, we will conduct a series of Community Orientations for students, parents, and staff to familiarize them with the expectations for participation in school governance and activities, to draft a social contract between families and staff, to develop understanding and investment in the school’s mission and policies, and to outline a process for continuous feedback on students and the school. We will coordinate parent-teacher conferences three times per year, establish regular times for teachers and the Principal to be available to parents and students, and provide regular updates on students’ academic progress, attendance, and behavior in the school three times per school year.

Any individual or group may bring complaints to the NYGCS Board, assuming that issues are not satisfactorily resolved with the NYGCS Administration. Complaints must be submitted in writing to the Board at least one week prior to the next Board meeting. Complaints submitted later will be addressed at the subsequent monthly meeting of the Board. Emergency issues will be dealt with on an as-needed basis, with the Board responding at or prior to its next regular public meeting. The Board will make every effort to respectfully address each matter to the satisfaction of the individual or group that presented the complaint. As necessary, the Board may direct the Principal or other responsible party to act upon the complaint and report back to the Board. The Board shall render a determination in writing if appropriate or required. In accordance with Education Law § 2855(4), if after presentation of such a complaint to the Board, the individual or group determines that the Board has not adequately addressed the complaint, that individual or group may present the complaint to the School’s charter entity, the NYS Education Department, which shall investigate and respond.

The Board of Regents shall have the power and the duty to issue appropriate remedial orders to the NYGCS Board under their jurisdiction to effectuate the provisions applicable under Education Law.

C. Management and Operation – See Attachments 10 and 11 for the NYGCS Organizational Chart and Key Position Descriptions

C.1. Charter Management Organizations

Applicant Instructions:

Select the statement that is applicable and proceed as directed:

We intend to contract with a not-for-profit charter management organization. *Continue with completion of this section.*

We do not intend to contract with a not-for-profit charter management organization. *Skip to the next section.*

Over time, Generation Schools Network is expected to establish itself as a CMO. At that point, the Board of NYGCS may engage Generation Schools as a CMO.

D. Staffing and Human Resources

Staffing Plan The Generation Schools model is designed to ensure that both teachers and students can achieve, and expect that the responsibility of school leadership follow a distributed model. By design, teachers build and maintain school culture by participating in three realms of school life: instruction, professional learning community, and enrichment beyond the classroom. The changes in time and talent structures allow for collaborative, data-driven habits of teaching and learning. Teachers enjoy: a) more time with fewer students; b) more time with colleagues; and c) a set of primary and secondary responsibilities that draws on an instructor’s range of interests and expertise. The model is designed so that good teachers can become great and great teachers can become deeply satisfied in their work. While their primary responsibilities are to instruct in core content and provide intervention and student support, they share additional administrative and professional responsibilities beyond the classroom.

The school is staffed with four teams of teachers: Foundation, Studio, Intensive, and Wellness teams. Staff members who are hired primarily as Foundation Team members because of their content expertise specialize in teaching two Foundation Courses (ELA, Math, SS, Science) in the mornings. Their secondary role includes teaching one or two Studio Courses in the afternoon, depending on their other responsibilities within the school. Studio Courses support foundational skills but are designed to apply learning in areas of student interest such as the arts, physical fitness, and social justice. A second team of teachers is hired (one Studio-specific teacher at every level) to primarily teach Studio Courses, with the secondary responsibility of supporting the school as administrative team members who bridge the gap between school administration and teachers by leading and supporting Intervention, Inquiry, and Professional Development teams. Intensives teachers comprise the third team. They plan and teach month-long Intensive Courses and provide targeted student guidance, and their major secondary role is to support new students and teachers as part of the “Smart Start” initiative. They also serve as the school’s ambassadors, stewarding relationships with community and business partners who support the school and provide experiences and internships for students. The final team—the team whose expertise is essential to the development of a school culture devoted to supporting individual learning plans for all students—is the school Wellness team. The Wellness team is composed of social and behavioral specialists who counsel students and propose behavioral strategies to all three teams of classroom teachers in order to promote a healthy community of student and adult learners.

Our budget as included in Section A of the Financial Plan is fully aligned with these dual roles. The school pays for: a) teachers' time with students and colleagues; b) 20+ days of professional development each year; and c) appropriate administrative support. The partnership with Generation Schools will support the recruitment, selection, and induction of staff, the ongoing professional development, and the grade-level and whole-school conferences.

Given an anticipated enrollment of 245 students in the first year, we expect to hire 32 teachers in the first year. Specifically, we expect to hire 9 Humanities, 9 Math/Science, 6 Studio (specifically 1 Fine Arts or Music; 1 ELL Intervention, 1 World Languages, 1 Additional Science, 1 Physical Education, and 1 Technology/Blended Learning), 5 Intensives teachers, and 2 substitutes. We also expect to hire 1 Social Worker, 1 Family Advocate, 1 Attendance Support person, 1 Nurse, and 2 MSW Graduate Interns for the School Wellness Team. The Leadership Team will be composed of 1 Principal, 1 Director of Operations and IT, 1 Director of Intensives and Wellness, 1 secretary, 1 Technology and IT Support personnel, 2 security personnel, and 3 support staff and aides.

Recruitment and Selection NYGCS is designed to support teachers to work collaboratively and to be more successful than they would be in conventionally designed schools. The Generation Schools model significantly reduces course and student workload and provides two hours of common planning time per day. Teachers benefit from 20+ days of differentiated professional development, curriculum design, and planning support each year provided by committed coaches from within and beyond the school community. Teachers are selected by committee and include eliciting of student feedback (once the school has recruited students). Candidates undergo a rigorous application process in which they are required to participate in an interview, complete a survey about philosophy and practice, demonstrate a lesson in their primary content area, and participate in leadership team meetings,.

The school will draw teachers from a wider pool than conventional schools, offering opportunities to a wide range of experienced pedagogues. Passionate teachers new to the profession will be attracted by the supports they will receive, while experienced teachers will embrace the opportunities they have to refine their craft, become peer leaders, and ensure that teaching remains stimulating and satisfying over time. We are realistic in seeking candidates who are developing skill-sets that can be enhanced through regular, ongoing professional development.

NYGCS will specifically target teachers with dual certification in order to more completely utilize the teachers' education and capacity, deepen the strength of our "bench", and more flexibly meet ever-changing needs. Already, our applicant pool from within the NYCDOE is strong, and our collaborative model of selection and recruitment ensures the hiring and retention of those who can demonstrate commitment to the success of their students and their colleagues.

Our selection criteria are centered on generosity of spirit to both learn and teach and to invest in the social and emotional needs of students in and out of the classroom. We will seek teachers with strong content knowledge; ability and desire to work collaboratively to build on each other's strengths; ability to use a variety of data in quick cycles to inform instruction; and a desire to relentlessly pursue student and school success, all with a focus on continuous improvement. We will use a variety of tools including online surveys, interviews, demo lessons, collaboration simulations, and focus groups with current staff to recruit peer colleagues. We will use elements of Kim Marshall's *Teacher Evaluation Rubric* for evaluating prospective employees. We want teachers who understand the school's structures and the opportunities those structures create. . Ultimately, we want teachers who are committed to using all of

these opportunities to ensure that their students succeed.

NYCGS is an equal opportunity employer and will actively engage in recruitment of individuals of all backgrounds, particularly those represented by the demographics of the Williamsburg and Greenpoint communities. Preference will be given to individuals who have demonstrated the ability to create strong ties to families and the community across cultural lines, based on second language skills and/or experience working in diverse settings.

Step 1: Candidates submit resume and cover letter.

Step 2: Resumes are screened and candidates are invited to take an online survey, which outlines their educational philosophy and requires them to demonstrate their interest by making this effort.

Step 3: Based on the survey, candidates are selected for a phone interview.

Step 4: Selected candidates engage in a 20-40 minute interview with the Principal and Founding Team, which uses a structured interview guide based on key competencies for the role as well as case study questions.

Step 5: Selected candidates are invited to teach a model lesson to a group of students, teachers, and the Principal. The model lesson is followed by a 15-minute conversation with the group, including feedback based on a short written evaluation tool used to rate the candidate.

Step 6: Current teachers from the founding team will interview top candidates and engage in a collaboration simulation exercise.

Step 7: Selected candidates' references are checked.

Step 8: A conversation regarding the expectations of teachers at NYCGS takes place with the candidate and the Principal.

Step 9: A job offer is made.

The experience gained from four years of recruiting, selecting, and providing support to teachers at Generation Schools' first school, Brooklyn Generation, has formed the core of this dynamic multi-dimensional process. In recent years, as the Generation Schools model has gained national attention in key publications and conferences, our talent pool has grown. The truly committed teachers of Brooklyn Generation School are another arm of our recruiting strength, and due to the collaborative aspect of the Generation Schools model, they are highly motivated to source best-fit candidates. For the fall 2010 recruitment season, they had well over 100 applicants for the handful of openings.

Evaluation, Retention, & Support At NYCGS, we invest significantly in the retention and support of our teachers – including the induction provided during the two-week Summer Conferences, and the ongoing professional development for each team of teachers. A detailed explanation of our framework for Professional Development can be found in Section A of the Education Plan.

Evaluation We intend to use Kim Marshall's *Teacher Evaluation Rubric* to provide teachers with manageable feedback based on regular ten-minute classroom observations. These performance criteria cover a wide range of aspects of teaching, and align with the work of Charlotte Danielson, which is used by many districts as the foundation of teacher assessment. These rubrics are organized around six domains: a) Planning and Preparation for Learning; b) Classroom Management; c) Delivery of Instruction; d) Monitoring, Assessment, and Follow-Up; e) Family and Community Outreach; and f) Professional Responsibilities.

The rubrics use a four-level rating scale with the following labels: 4 – Expert; 3 – Proficient; 2 – Needs Improvement; and 1 – Does Not Meet Standards. Teachers will set performance and professional

development goals based on the rubrics at the beginning of the year. Teachers averaging a 3 or above after their first year will move to an alternating administrative/peer evaluation cycle. Teachers averaging between 2 and 3 will receive annual administrative evaluations. Teachers averaging a 2 or below will be placed on professional improvement plans and terminated if evaluation criteria are not met by the end of that year. Outstanding domain scores will be posted to highlight model classrooms for collegial peer observation for all teachers, but particularly for those on improvement plans.

Retention and Support All new teachers at NYCGS will engage in direct mentoring with a more experienced teacher. New teachers will be paired with mentors when they begin at the school – for most, pairing will take place during the Summer Institute. Mentors and mentees will meet at least every two months to check-in on progress, set priorities, identify resource needs, and plan for professional development. With the time built into the regular school day and year, mentor teachers will be given regular opportunities to provide leadership that extends beyond mentoring. Many will take on instructional roles—hosting lab sites across content areas to model expert strategies and reflect on their practice. Others may chair content teams, data teams, or student reviews. Some may choose to take on administrative leadership from scheduling to hiring, budgeting to technology.

In addition, NYCGS will work to provide teachers with opportunities for personal renewal and support. The Wellness team will strengthen staff climate by focusing on team-building activities, counseling on social/emotional issues, financial planning, and staff conflict resolution. The administration will host regular appreciation events sponsored in part by area businesses and engage in daily, published affirmations of student and staff successes in the announcements.

E. Student Recruitment, Enrollment, and Evidence of Demand

In order to conduct extensive outreach to support the recruitment of a diverse school community and ensure equity of access to educational opportunity, NYGCS has a well-developed strategic plan for student enrollment, beginning with deepening our understanding of the target population and maximizing our existing relationships with community partners in Community School District 14.

Evidence of Demand In the NYSED Application document, the NYCDOE identified CSD 14 as one where there is greatest need for new schools including charter schools, and where new schools could be accommodated, as there are under-utilized NYCDOE public school facilities. The NYCDOE also specified that applications with a specific focus on ELLs are encouraged.

As stated in the Target Population in Section C, CSD 14 serves the neighborhoods of Williamsburg and Greenpoint in North Brooklyn, populated mostly by Polish-Americans, Latinos, and Orthodox Jewish residents. There are 19,277 students enrolled in K-12 in CSD 14. The demographics of this population include 29% Black or African-American, 59% Hispanic or Latino, 3% Asian or Native Hawaiian/Pacific Islander and 8% White⁷. There 52 public schools in the district only seven of which are charter schools that serve only approximately 2,400 students. Currently, there are 10 district middle schools and two charter middle schools. Based on the most recent population data collected by the New York City Department of City Planning in a three year estimate (from 2006-2008), in CSD 14, 71.6% of residents are not United States citizens and 67.1% of the population speak languages other than English in their

⁷ New York State District Report Card, Accountability and Overview Report, 2008-2009

homes⁸. Moreover, 25.9% and 30.1% of all families and individuals have incomes that fall below the poverty level⁹. Between the 2006-2007 and 2008-2009 school year, the number of school-aged children eligible for free lunch grew from 74% to 81%, and from 4% to 6% for reduced lunch¹⁰. Currently, 86.14% of students in the district require free or reduced price lunch. The steady increase in this population indicates the high need of students to be served by public schools in the area. The special education population in CSD 14 is 16.9%. English Language Learners (ELL) compose 12.67% of the K-12 population in CSD 14.

Outreach and Recruitment Plan As part of the application process, NYGCS will make every effort to ensure that families traditionally less-informed about educational options fully understand the school's innovative program so they are empowered to make informed choices about the school that best serves their children's needs.

These efforts will include community presentations, interviews, school visits, and written materials. More specifically, we will:

- Ensure New York State and City Departments of Education enter NYGCS in the profiles of a searchable, online directory of charter schools in NYS.
- Create a public media campaign using local newspapers and news shows (such as the *Daily News*, *Free Williamsburg*, *NY1*, *The Brooklyn Paper*), online media, and area radio stations to announce the opening of the school and upcoming events.
- Canvass the community to distribute material on our program, as we are targeting specific immigrant neighborhoods of Williamsburg and Greenpoint. We will recruit volunteers—parents, older students, and other community members—to help.
- Anticipate where our targeted audiences are likely to spend time, and drop off school materials in those places (e.g. public housing communities, daycare centers, community recreation centers, barber and beauty shops, libraries, stores, and other local businesses).
- Post flyers/posters around the neighborhoods we are targeting.
- Attend meetings of community groups and local religious organizations to talk about the school.
- Participate in local street fairs or festivals (Williamsburg Street Fair, Bedford Avenue Street Fair).
- Cultivate existing relationships with community-based organizations to distribute information through their networks, including many organizations with which we already have working relationships: Southside Community Mission, St. Nicholas Alliance, El Puente, Opportunities for a Better Tomorrow, Asociaciones Dominicanas, Inc., and SCO Family of Services.
- Develop relationships with elementary schools that may be natural feeders into NYGCS, engaging with administration, guidance counselors, parent coordinators, and parent bodies to inform them of NYGCS's unique offerings and the opportunities available at our school.
- Develop relationships with the high schools into which NYGCS students may feed, meeting with administration and parent coordinators to both review and refine our outreach plans and begin to develop the relationships that will help our first cohort of students when they apply to high school.

⁸ Retrieved from http://nyc.gov/html/dcp/pdf/census/puma_socio_06to08_acs.pdf#bk1 on January 27, 2011

⁹ Retrieved from http://nyc.gov/html/dcp/pdf/census/puma_socio_06to08_acs.pdf#bk1 on January 27, 2011

¹⁰ New York State District Report Card, Accountability and Overview Report, 2008-2009

In addition, given our goal of meeting or exceeding the percentage of ELL/FELL students in the neighboring host district schools, we will focus recruitment strategies to include:

- Presenting all marketing and communications material (including recruitment and enrollment materials) in English, Spanish, and other dominant languages in the community.
- Working with local community-based organizations and faith-based organizations to target immigrant communities through information sessions.
- Visiting local elementary programs that serve immigrant populations.

Admissions and Enrollment Policy Once an authorized charter entity, NYGCS will begin working on admissions and enrollment policies and materials specifying which grade levels will be served and approximately how many students will be enrolled in each grade. We will ensure that we are in full compliance with federal and NYS charter laws and will not discriminate for any reason (including but not limited to religion, ethnicity, national origin, gender, or disability). Additionally, admission to NYGCS is not limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. We will actively recruit a wide variety of students, including, for example, those from CSD 14, students with special needs or limited English language proficiency, and students performing below grade-level. The percentage of these high-need students will exceed the numbers of students served by the existing school district. As a public charter school, NYGCS is open to all children eligible to attend a public school in NYS. NYGCS admissions procedures are consistent for all students, including students identified as an English Language Learner (ELL), Formerly English Language Learner (FELL), and Students with Disabilities (SwD).

Since we designed NYGCS to serve the needs of ELL students, we will work to ensure a percent of ELLs and SwDs at the school that exceeds the average for the district. Recruitment efforts may suffice. To help ensure that we serve the population we are designed to serve, we will also give admissions preference to ELL students.

Admission preference shall be granted to applicants in the following order:

- Returning students, who will automatically be granted a spot within the school
- Siblings of students enrolled in NYGCS
- Students designated as ELLs residing in CSD 14
- All other applications of students residing in CSD 14
- Students designated as ELLs residing outside CSD 14
- All other applicants residing outside of CSD 14

In the event that a lottery process is necessary to determine enrollment, names will continue to be drawn after all available spaces have been filled in order to form waiting lists for each grade. The waiting list will be the only official, legal document identifying the names of eligible students with applications to NYGCS pending for the subsequent school year. Similarly, following a recruitment period, when vacancies arise, we will refer to the order of random selection from the lottery. The names of children who apply after the close of the recruitment period before their sixth grade year will be added to the end of the waiting list in the order in which their applications are received.

F. Community Involvement

Community involvement is critical in both the governance and operations of NYGCS. Beginning with our outreach and recruitment efforts in the community, we aim to ensure that parents and students are

aware of their educational options. As noted above, we have designed our recruitment and outreach efforts accordingly.

As mentioned in the Governing Body and Founding Group Sections above, in order to promote parent, community, and staff involvement in school governance and to ensure that there are clear opportunities for ongoing communication, we will involve key stakeholders as early as possible in the process. Once we have been sited, we will actively recruit families, community members, and staff as informal or formal members of the planning team or the Board to participate in the planning and development of the school. We will (a) host school-wide “open houses”; (b) establish a School Advisory Council; (c) form parent/director subcommittees on various issue areas; (c) institute a formal process of communication with the NYGCS Board; (d) assign parental responsibilities for participation in school events and field trips; and (e) provide one or more seats on the Board for official parent representatives, such as the head of the NYGCS School Advisory Council. Similarly, we are committed to involving staff in decision-making and governance of the school. We will (a) establish the Head of Staff as a formal liaison between the staff and the NYGCS Board; (b) form staff/trustee subcommittees on various issue areas; and (c) create formal process for staff to have input with the Head of Staff and/or the NYGCS Board to ensure that issues receive full discussion.

As a means of promoting family and community engagement, we will conduct a series of Community Orientations for students, parents, and staff to familiarize them with the expectations of participation in school governance and activities, to draft a social contract between families and the staff, to develop understanding and investment in the school’s mission and policies, and to outline a process for continuous feedback on students and the school. We will coordinate parent-teacher conferences two to three times per year, establish formal times for teachers and the Principal to be available to parents and students, and provide regular updates on students’ academic progress, attendance, and behavior in the school two to three times per school year.

Generation Schools Network has already supported efforts to engage the community. They are leveraging their connections in the NYCDOE, non-profit organizations, community-based organizations, and with representatives representing the borough of Brooklyn. Generation Schools is building on its success developing strong program partners as it did with the Arthur Ashe Institute of Public Health to support the instructional program at Brooklyn Generation. Generation Schools is building also on its success connecting with the board community of individuals, businesses and community organizations that are engaged meaningfully in Brooklyn Generation’s Intensives.

To date, the NYGCS planning team’s outreach activities have included:

- Meeting with NYCDOE Office of Portfolio and Planning to discuss district needs and the proposed school.
- Meeting on various occasions with Diana Reyna, City Council Woman for District 34 and Community Education Council members to discuss community needs and an outreach plan.
- Speaking with Ashley Thompson from City Councilman for District 33 Stephen Levin’s office to discuss how the NYGCS proposal meets the needs of CSD 14.
- Scheduling meetings with NYS legislative members, to seek their guidance and support as we reach out to the community.
- Securing letters of support from Council Woman Reyna and the Community Education Council.
- Meeting with Michael Rochford, Executive Director of St. Nick’s Alliance to garner support for the school, to discuss potential for partnership for afterschool programming and community development efforts.

- Securing a letter of support from Michael Rochford on behalf of St. Nick’s Alliance
- Meeting with Diane Reiser and Steve Ausbury of the Brooklyn College Community Partnership, to discuss BCCP’s experience with Brooklyn Generation School. BCCP is ready to develop similar programmatic relationships to support the program and students at NYGCS.
- Connecting with Evelyn Ortiz, Director of Public Relations and Strategic Partnerships at Opportunities for a Better Tomorrow to discuss community engagement strategies and a possible partnership.
- Securing a letter of support from Evelyn Ortiz on behalf of Opportunities for a Better Tomorrow.

Once authorized, we will meet with the Superintendent of CSD 14, James Quail, to coordinate communication with neighborhood public and non-public schools, arrange public hearings, coordinate services including transportation, health services, aid for textbooks, software, and library materials, and services for students with disabilities.

F.1. Joint Application – See Attachment, Letter from Generation Schools’ Board of Directors

Generation Schools Network is committed to the successful authorization, implementation, and continued support of the proposed charter school. Building on its success at Brooklyn Generation School and its work with affiliate schools, Generation Schools will provide tools, training, and technical assistance to support three areas of work: 1) instruction and learning; 2) operations and systems; and 3) leadership and accountability – all of which help the administration, staff, and teachers to use the model’s unique structures to better meet the needs of students.

Generation Schools Network has been deeply involved and supportive in the development and completion of the charter application. Generation Schools has worked closely with the planning team and proposed school leader, meeting regularly, hosting visits to Brooklyn Generation, and developing the application collaboratively. Once NYGCS is approved, Generation Schools will draw on its experience and success, reaching out to the community and families, supporting the recruitment and selection of staff, and planning induction, including the Summer Conference and ongoing professional development. They will work closely with the NYCDOE to site the school and to resolve organizational and operational issues common to all new schools, especially those that may be different for schools implementing the Generation Schools model. They have experience, for example, working with the NYCDOE’s transportation department to address the needs of students traveling to school before Labor Day. In an ongoing way, they will provide the tools, training, and technical assistance necessary in the three areas listed above. Generation Schools’ Board is committed to ensure that the Network has the staff and supports necessary to successfully approve and launch the school.

Initially, the school may structure their relationship with Generation Schools on a fee-for-service basis; Generation Schools may provide services as any other vendor might. Generation Schools is working to become a full-fledged charter management organization. In short order, the school expects the Board to sign a more comprehensive and detailed CMO agreement with Generation Schools detailing the relationship, services provided, and associated fees .

The financial plan reflects an ongoing CMO fee of roughly 7 - 10% of the school’s per capita funding, dependent on the range of services offered and contract negotiated.

The primary contact at Generation Schools through the approval and launch of the school is Adele Fabrikant (o. 347 2235621 | fax 718 596 3010 | adele@generationschools.org).

III. FINANCIAL PLAN

A1. Charter School Budget and Cash Flow Template – See Attachment 17 for Budget and Cash Flow Template

B. Financial Management

NYGCS will put in place policies to ensure proper oversight and control of payroll, procurement, accounting, audit, cash management, and fundraising procedures. NYGCS will use accrual basis accounting in accordance with Generally Accepted Auditing Procedures (GAAP) for its books, including Budget Reports, Chart of Accounts and the General Ledger, all financial statements, and any reporting to the IRS or other governmental entities. NYGCS shall undergo an annual independent audit by a Certified Public Accountant (CPA) selected by the Board of Directors. The audit will be conducted in accordance with GAAP and Government Auditing Standards. NYGCS will be transparent in its accounting, and submit any and all necessary documents to the auditor. NYGCS will publish an Annual Report with relevant programmatic and financial data at the end of each fiscal year, for public dissemination to stakeholders,.

The NYGCS Board of Trustees will serve as the custodians of NYGCS funds in order to ensure the highest standards of financial oversight. The Director of Operations in consultation with the Principal will be responsible for:

- Preparing and monitoring the school’s budget, managing cash flow, and approving expenditures
- Pupil Accounting: developing adequate policies and processes for tracking enrollment and attendance eligibility, eligibility for free and reduced-priced lunch, special education and limited English proficient enrollment
- Compiling insurance, annual audit, annual financial reports, and other key financial management obligations
- Ensuring provisions for an annual independent financial audit
- Developing and disseminating the annual financial report
- Providing recommended liability insurance to indemnify the school, its Board, staff, and teachers against tort claims

Payroll

The Director of Operations will maintain a personnel file for each employee of NYGCS to include updated salary, benefits, and withholding tax information including IRS I-9 and W4 forms. Staff will be paid bi-weekly by check or direct deposit through a payroll administration service such as Paychex, ADP, or CompuPay. Contractual services will be processed as accounts payable with IRS Form 1099 issuing annually to independent contractors. The Director of Operations will record payroll expenditures to the NYGCS accounting system. The Principal and Director of Operations will review payroll distributions monthly and the Treasurer of the Board will review payroll transactions quarterly.

Procurement

The Director of Operations will oversee procurement and can make purchases up to \$250 for the good of the school at his or her discretion. All expenditures above \$250 must be approved by NYGCS’s Principal or Director of Operations. All purchases over \$500 will be made after a comparison of at least three vendors based on price, quality, dependability, and delivery time. For purchases exceeding

\$25,000, a competitive bid process or sole source justification showing unique qualifications of the vendor must be completed. In addition to approval from the Principal, the Board of Trustees will also review and approve competitive bid or sole source requests before an expenditure can be made.

All expenditures shall be documented by a purchase order form, regardless of amount of purchase, in advance of the transaction, bearing the required authorized signatures as well as the terms of the purchase and the account coding. Only original invoices shall be processed for payment. No photocopies or invoice duplicates shall be processed unless specifically approved by the Principal.

Only the Principal and Director of Operations may sign checks or authorize the disbursement of NYGCS funds. In addition, checks may not be signed in advance and may not be payable to cash. Finally, a NYGCS credit card will be issued to the Principal and Director of Operations following the same procurement procedures outlined above. Other cards may be issued if deemed necessary by the Director of Operations. The Board of Trustees Finance Committee will review credit card statements and complete bank reconciliations for irregularities at each Board meeting.

Cash Management, Investing & Fundraising

With respect to school funds, any investment recommendations, including a risk analysis, will be made by the Board of Trustees. In order to support the mission and vision of NYGCS, raising additional funds may be necessary. The NYGCS Board will be responsible for raising individual, foundation, and government grants based on annual fundraising targets set by the Board. In addition to thoroughly documenting all fundraising dollars, all NYGCS grants will be actively managed by the Director of Operations with oversight from the Board.

Student and Financial Records

New York Generation Charter School will comply fully with all regulations pertaining to the keeping and monitoring of student records that require the protection of student privacy. NYGCS will not disclose any information from the student's permanent records without consent of the parent or legal guardian of a student under 18 years of age, or of a student 18 years of age or older except as authorized pursuant to, or in response to, a subpoena, as required by law. The parent or legal guardian of a student under 18 years of age, or a student 18 years of age or older is entitled to access the student's school records by submitting a written request to the school's Director of Operations. NYGCS will comply with such requests within a reasonable period of time, but, in no case, more than 45 days after it has been received. All student records required to be kept confidential will be kept in a locked file in the school office and electronically in a password-protected database. A detailed log will be maintained by the Director of Operations, which lists the individuals who requested and/or gained access to the records and the reason for the request. The Director of Operations will maintain up-to-date and accurate student records, monitor access to those records in accordance with applicable law, and report attendance and enrollment in compliance with NYS Education Law. In addition to the Director of Operations, the only staff members at the school who will have direct access to these files will be the Principal.

The Director of Operations will be appointed by the Records Management Officer (RMO). The RMO will coordinate the development and oversight of a program for orderly and efficient management of records, including the legal disposition or destruction of obsolete records. The Board will recommend appropriate policies, regulations and procedures to the RMO. When necessary, the Board will access legal counsel to determine appropriate actions in regards to confidentiality and record-keeping.

The Director of Operations will maintain all financial accounts and data with an approved software package such as Fund E-Z. The Principal reviews all completed draft financial reports from the Director of Operations, attaches explanations when required, and presents to the Board of Trustees at Board meetings. The Director of Operations will make additional financial information available to the Board of Trustees and/or the Finance Committee as needed.

C. Facility

NYGCS will be located in CSD 14 in Brooklyn and is requesting to be considered for permanent placement in a DOE building. In its first year, NYGCS will enroll 265 students in our first year and grow to capacity at 428 students by the second year of operation, our facilities needs include a minimum of 30 classrooms (with space for up to 35 students each) to be shared by advisors and Foundation Course teachers in the morning, by Studio Course teachers in the afternoon, and by Intensives teachers during their month-long Intensives. Additional instructional space will be required for science (two labs), music (a performance and rehearsal space), art (two studios), technology (a computer lab), and physical education (a gym able to serve at least 50 students per class period). Staff will need three common office spaces for each department: Humanities, Math/Science, and Intensive/Studio. The staff will require a Teacher Resource Center for professional meetings and professional development sessions, including storage space for shared resources. We will also require staff lounge spaces.

Administrative staff will require offices for the Principal, Assistant Principal, Directors (two), and Social Workers (three), as well as a central office space for the secretary and Family Advocates. In addition, the administrative team will require a conference/workroom for meeting with families, staff, and students, particularly families of students with disabilities who require regular team meetings. Students will require a common meeting space for Student Council, community meetings, and service projects. Students will also require a cafeteria that accommodates at least 150 students per lunch period. Due to the broad range of reading levels of ELLs and SwDs, students will need a library with space available for at least 10,000 titles and seating for at least 50 students.

Several members of the NYGCS Founding Team have met with the NYCDOE's Office of Portfolio Planning to discuss the underutilized factories of CSD 14, where we plan to be sited. While NYGCS is seeking a permanent space in a DOE facility, we understand that this may not be possible and have developed an alternative facility lease and development plan that includes the following minimum specifications:

- ADA compliant barrier free access
- Minimum 36,000 square feet (90 square feet per student – includes 30 classrooms at 600 square feet each, 2,000 square feet for science lab and art room, 2,000 square feet for library, 5,000 square feet for auditorium/cafeteria/physical education space, 3,000 square feet for administrative, storage, and custodial rooms and additional space for circulation factor)
- Low floor (B-5) and generous fire egress stairs
- Minimum column bay of 25 feet and minimum slab to slab beam depth of 14'
- Either a warming kitchen, suitable for heating pre-prepared meals or a full kitchen, suitable for the preparation of meals on-site. (All applicable Department of Health permits will be obtained prior to occupancy)
- Accessibility to public transportation

The founding teams has also been in touch with brokers and plan to visit a number of potential private spaces in the neighborhood and is working to identify viable space with prospective Board member

Jeffrey Walker, an experienced real estate manager and investor and founding team member, Lino Solis, a urban real estate developer and lawyer. These sites include:

- 35 Kent Avenue, Brooklyn, NY 11211
- 297-207 Richardson Avenue, Brooklyn, NY 11211
- 1133 Manhattan Avenue Brooklyn, NY 11222

We project that a private facility development will take two years to complete. We are working formulating a timeline with a real estate developer from Pier Head Associates, Ltd. and HTDSTUDIO DESIGNOFFICE.

Cost Estimates

The NYGCS planning team has consulted with CPEX Real Estate, a real estate firm and has determined an average price per square foot of twelve dollars as the current market rate in the vicinity (given current market conditions, we believe this to be a conservative number). Based on this estimate and a square footage allocation of one hundred square feet per student.

D. Transportation

Due to the extended school day and year, NYGCS will assume responsibility for student transportation. Transportation eligibility is determined on the basis of the student's grade-level and the distance between the student's residence and the school. All students who do not live within walking distance from NYGCS will receive public transportation subsidies, full-fare or half-fare Metrocards, as determined by their distance from the school. The Director of Operations will submit a Transportation Request form to the NYCDOE so that eligible students receive their full- or half-fare Metrocards. If students are not eligible for transportation, parents will be responsible for getting their children to school. Generation Schools will establish contracts with transportation companies that comply with all transportation safety laws and regulations, so that NYGCS can provide transportation services for extra-curricular trips and events. If the number of students who are not qualified for transportation services is large enough, NYGCS can use these contracts to provide an alternate transportation option for students. NYGCS will assist families of students with special needs to ensure they receive appropriate transport services.

E. Food Service

NYGCS will provide breakfast, lunch, and an afternoon snack each day. Upon enrollment, each student will be required to submit an SD 1041 form. Given that we anticipate that the majority of our students will be eligible for free or reduced-price lunch, we will participate in the National School Breakfast and Lunch Programs as is indicated in the proposed budget attached. Our plan for food contracting is dependent on our facility. If we are housed in a NYCDOE facility, we will arrange to use the food services already in place at the school. If we have our own private facility, we will contract with the NYCDOE to provide food services. Ideally, our permanent facility will be equipped with a full cafeteria, in which case we will contract with the NYCDOE to cook and serve meals. If necessary, we will contract with the NYCDOE to provide cold meals while we await the building of the kitchen.

F. Insurance

Generation Schools, the non-profit partner of NYGCS, currently holds policies for Directors' and Officers' Liability, Sexual Abuse Liability, Commercial General Comprehensive Liability, and Worker's

Compensation Liability. Generation Schools will research quotes from our current providers and others to procure policies for Educators' Legal Liability, Employment Practices Liability, Automobile Liability, Excess Liability, and a Surety bond for the school. Budget assumptions for these policies are based on Generation Schools' current cost and discussions with our broker on possible costs of the additional policies. See budget attachment for expense assumptions based on estimated from Generation Schools' broker.

G. Pre-Opening Plan

Key tasks to be completed between approval of the application (September 2011) and school opening (September 2012) are as follows:

Goal	Tasks	Owner	Date
FUNDRAISING			
Raise start-up and planning funds for school	Research planning and start-up grant opportunities	Elizabeth Dickinson, GSN Director of Development	October 2011
	Decide on grants to submit	Dickinson, Fabrikant, Spear	November 2011
	Write and submit grants	Dickinson, Fabrikant, Spear	December 2011
	Follow-up calls and meetings	Dickinson, Fabrikant, Spear	January 2012
RECRUITMENT AND MARKETING MATERIALS			
Design promotional material templates for distribution	Determine promotional materials necessary and create timeline for creation	Fabrikant	December 2011
	Create and distribute material	Fabrikant	January 2012
TRAINING AND PROFESSIONAL DEVELOPMENT			
Design training plan for immediate action	Identify necessary trainings	Levin, Fabrikant	
	Create training schedule	Fabrikant	December 2011
	Register for trainings	Fabrikant	December 2011
	Coordinate travel	Fabrikant	December 2011
	Attend and debrief trainings	Founding Team	January 2012

TEAM-BUILDING			
Develop community among founding team members	Identify regular meetings times for founding team	Founding Team	January 2012
	Hold team meetings	Founding Team	Jan. - July 2012
	Identify and plan team-building experiences	Founding Team	Jan. - July 2012
TECHNOLOGY			
Design technology plan for implementation in July	Refine vision of program	Founding Team	March 2012
	Identify support staff and hold preliminary meeting	Founding Team	March 2012
COMMUNITY ENGAGEMENT			
To continue building relationships within the district of placement	Meet with community board and elementary schools to build parent and community interest and support	Levin, Fabrikant	December 2011
	Meet with CBOs and elected officials to continue to build parent and community interest and support	Founding Team	Jan. - July 2012
OPERATIONS			
To develop a strong operations plan to address the start-up of procurement, benefits, payroll, student records, etc.	Design an action plan for procurements, benefits, scheduling, NYS reporting, report cards, food services, custodial services, student travel, security, data and budget systems.	Founding Team	Jan. - July 2012
STAFF RECRUITMENT			
To develop a strong plan to ensure that the staff recruitment process begins in January 2012	Design mission and vision statement	Levin	December 2011
	Post for positions	Levin	January 2012
	Set up interviews	Levin, Fabrikant	February 2012
	Interview candidates	Founding Team	March 2011

	Make offers	Levin, Assistant Principal	April-June 2012
STUDENT RECRUITMENT			
To develop a strong student recruitment plan that will be implemented beginning in January 2012	Create list of all feeder elementary schools	Levin	December 2011
	Contact Principals, Assistant Principals, Parent Coordinators, Parent Associations from feeder schools	Levin	January 2012
	Set up school visits	Founding Team	February-March 2012
BOARD RECRUITMENT & TRAINING			
To identify and prepare candidates for an independent, diverse, and effective Board	Finalize Board composition	Fabrikant, Spear	January 2012
	Identify areas and resources for Board training	Fabrikant, Spear	February 2012
	Identify roles and responsibilities of Board Members	Fabrikant, Spear	February 2012
	Conduct Board Trainings	Fabrikant, Spear	March 2012
	Schedule monthly Board meetings	Fabrikant, Spear	May 2012

Attachment 1: Roster of Key Contacts

Name	Role (Founding Group Member, Proposed Board Member, or Proposed School Employee)
Furman Brown	Founding Group Member
Adele Fabrikant	Founding Group Member, Proposed Board Member
Michael Fay	Founding Group Member, Proposed Board Member
Athena Fliakos	Founding Group Member
Benjamin Geballe	Founding Group Member
Judith Katz	Founding Group Member, Proposed Board Member
Seth Lewis Levin	Founding Group Member, Proposed School Employee/Leader
Lisa Messina	Founding Group Member
Lino Solis	Founding Group Member
Jonathan Spear	Founding Group Member, Proposed Board Member
Phyllis Tam	Founding Group Member
Jeffrey Walker	Founding Group Member, Proposed Board Member
Wanda Watson	Founding Group Member
Fergie Wheeler	Founding Group Member

Attachment 2: Certification Statement

Proposed Charter School Name New York City Generation School

Proposed School Location (District) Community District 14

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 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 an agreement with us, as the Board of Trustees, setting forth the terms and conditions under which we, the Board of Trustees, will operate the charter school.

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 on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. I also certify that I am an eligible to apply for a charter under the requirements of Education Law. This is a true statement, made under the penalties of perjury.

Signature of Lead Applicant/
Authorized Person  Date 3/21/11

(Please label the copy that has original signatures)

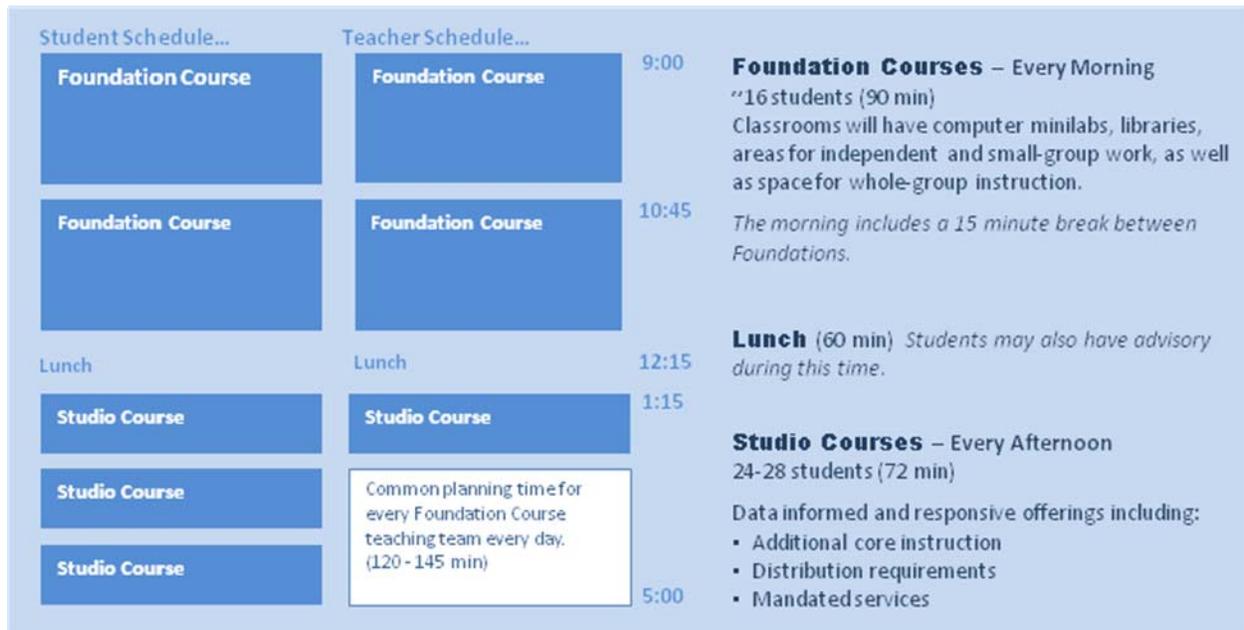
Print/Type Name Seth Lewis Levin



Daytime Phone: 

Attachment 3: Daily Schedule

The daily schedule for New York Generation Charter School is consistent over time. Students have two Foundation Courses in the morning, lunch, and three Studio Courses in the afternoon. The majority of teachers teach the two Foundation Courses in the morning and one Studio Course in the afternoon.



A typical 6th grader in the first year at NYGCS may have the following courses:

Foundation A: Humanities
Foundation B: Math / Science

Lunch

Studio C: ESL Support for Humanities
Studio D: Science Olympiad
Studio E: Physical Education

At New York Generation Charter School, we will be able to offer students up to an eight hour instructional day so that students have more time in core Foundation Courses, and additional support and enrichment in Studio Courses.

We can ensure that teachers at NYGCS do not work more time than teachers in a conventional school by balancing the longer instructional days with shorter professional development days.

Attachment 4: Proposed Annual Calendar 2012 - 2013

New York Generation Charter School will implement an extended school year. The year starts with a two week professional conference. The year starts for students August 20th. Students and teachers have the same holidays as in conventional schools but different breaks. At different times during the year, students have Intensives with the Intensives Team while grade level teams of teachers have a break and professional conference.

Once the NYC DOE publically releases their calendar for the 2012 – 13 school year, the calendar may be adjusted to ensure teachers at NYGCS work the same number of days as teachers in conventional DOE schools.

August 6 – 17	Whole School Staff Conference
August 20	First Day for Students
September 3	Labor Day
September 17 – 18	Rosh Hashanah – No School
September 26	Yom Kippur – No School
October 8	Columbus Day
October 29 – November 21	6th Grade Intensive <i>October 29 - November 1, 6 Grade Team Conference</i> <i>November 2 – November 21, 6 Grade Team Break</i>
November 6	Election Day – Professional Day for all Staff. No school for students.
November 12	Veterans Day Observed
November 22 – 23	Thanksgiving
November 26 – 30	<i>Intensive Team Break</i>
December 24 – January 1	Winter Recess
January 2 – 25	7th Grade Intensive <i>January 2 – January 21, 7 Grade Team Break</i> <i>January 22 – January 25, 7 Grade Team Conference</i>
January 21	Martin Luther King Jr. Day
January 28 – February 1	<i>Intensive Team Conference</i>
February 4 – 15	<i>Intensive Team Break</i>
February 18	Presidents Day (School is in session the rest of the week)
February 25 – March 22	6th Grade Intensive <i>February 25 – February 28, 6 Grade Team Conference</i> <i>March 4 – March 22, 6 Grade Team Break</i>
March 25 – 29	Spring Conference for Teachers Spring Break for Students
April 1 – 26	7th Grade Intensive <i>April 1 – April 23, 7 Grade Team Break</i> <i>April 24 – April 26, 7 Grade Team Conference</i>
April 29 – May 3	<i>Intensive Team Conference</i>
May 6 – 27	<i>Intensive Team Break</i>
May 27	Memorial Day
June 27	Last Day for Students
June 28	Last Day for Teachers

The following pages detail a) the conventional school calendar, b) the extended year calendar for students, and c) the calendars for each team of teachers.

Attachment 4: Proposed Annual Calendar

Conventional School Calendar

	M	T	W	Th	F	Instruct.	Prof. Dev.	Admin.	Weekend	Holiday	Break	
August 2012			1	2	3							
	6	7	8	9	10				2		5	
	13	14	15	16	17				2		5	
	20	21	22	23	24				2		5	
	27	28	29	30	31				2		5	
September	3	4	5	6	7	3	1		2	1		Labor Day (9/3). Teachers, Guid & SWs Report (9/4). Students begin (9/5).
	10	11	12	13	14	5			2			
	17	18	19	20	21	3			2	2		Rosh Hashannah (9/17 - 9/18)
	24	25	26	27	28	4			2	1		Yom Kippur (10/26)
October	1	2	3	4	5	5			2			
	8	9	10	11	12	4			2	1		Columbus Day (10/8)
	15	16	17	18	19	5			2			
	22	23	24	25	26	5			2			
November	29	30	31	1	2	5			2			
	5	6	7	8	9	4	1		2			Election Day (11/6). Chancellor's Conference Day.
	12	13	14	15	16	4			2	1		Veterans Day Observed (11/12)
	19	20	21	22	23	3			2	2		Thanksgiving (11/22 - 11/23)
	26	27	28	29	30	5			2			
December	3	4	5	6	7	5			2			
	10	11	12	13	14	5			2			
	17	18	19	20	21	5			2			
	24	25	26	27	28				2		5	Winter Recess (12/22 - 1/1)
January 2013	31	1	2	3	4	3			2	2		Winter Recess (12/22 - 1/1)
	7	8	9	10	11	5			2			
	14	15	16	17	18	5			2			
	21	22	23	24	25	4			2	1		Marlin Luther King Jr. Day (1/21)
February	28	29	30	31	1	5			2			
	4	5	6	7	8	5			2			
	11	12	13	14	15	5			2			
	18	19	20	21	22				2		5	Presidents' Day and Mid-Winter Recess (2/20 - 2/24)
March	25	26	27	28	1	5			2			
	4	5	6	7	8	5			2			
	11	12	13	14	15	5			2			
	18	19	20	21	22	5			2			
	25	26	27	28	29				2		5	Spring Break
April	1	2	3	4	5	5			2			
	8	9	10	11	12	5			2			
	15	16	17	18	19	5			2			
	22	23	24	25	26	5			2			
May	29	30	1	2	3	5			2			
	6	7	8	9	10	5			2			
	13	14	15	16	17	5			2			
	20	21	22	23	24	5			2			
	27	28	29	30	31	4			2	1		Memorial Day (5/27)
June	3	4	5	6	7	4	1		2			Chancellor's Conference Day (6/7)
	10	11	12	13	14	5			2			
	17	18	19	20	21	4		1	2			Administrative Day
	24	25	26	27	28	4			2	1		Last day for students and teachers (6/27). Last day, all other staff (6/28).
July	1	2	3	4	5				2	1	4	Summer Break including July 4th (7/4).
	8	9	10	11	12				2		5	Summer Break
	15	16	17	18	19				2		5	Summer Break
	22	23	24	25	26				2		5	Summer Break
	29	30	31						1		3	Summer Break
						183	3	1	104	11	63	

187 Total Work Days
of 365 Days Accounted For

- 1 White squares indicate instructional days.
- 2 Grey squares indicate professional development days.
- 3 Black squares are weekends, holiday or break days.

**New York Generation Charter School
Student Calendar**

	M	T	W	Th	F	Instruct.	Weekend	No. School		
August 2012			1	2	3		1	3		
	6	7	8	9	10		2	5		
	13	14	15	16	17		2	5		
	20	21	22	23	24	5	2			Students begin (8/20).
	27	28	29	30	31	5	2			
September	3	4	5	6	7	4	2	1		Labor Day (9/3).
	10	11	12	13	14	5	2			
	17	18	19	20	21	3	2	2		Rosh Hashannah (9/17 - 9/18)
	24	25	26	27	28	4	2	1		Yom Kippur (10/26)
October	1	2	3	4	5	5	2			
	8	9	10	11	12	4	2	1		Columbus Day (10/8)
	15	16	17	18	19	5	2			
	22	23	24	25	26	5	2			
November	29	30	31	1	2	5	2			
	5	6	7	8	9	4	2	1		Election Day (11/6). Chancellor's Conference Day.
	12	13	14	15	16	4	2	1		Veterans Day Observed (11/12)
	19	20	21	22	23	3	2	2		Thanksgiving (11/22 - 11/23)
	26	27	28	29	30	5	2			
December	3	4	5	6	7	5	2			
	10	11	12	13	14	5	2			
	17	18	19	20	21	5	2			
	24	25	26	27	28	2	5			Winter Recess (12/22 - 1/1)
January 2013	31	1	2	3	4	3	2	2		Winter Recess (12/22 - 1/1)
	7	8	9	10	11	5	2			
	14	15	16	17	18	5	2			
	21	22	23	24	25	4	2	1		Martin Luther King Jr. Day (1/21)
February	28	29	30	31	1	5	2			
	4	5	6	7	8	5	2			
	11	12	13	14	15	5	2			
	18	19	20	21	22	4	2	1		Presidents' Day (2/18)
March	25	26	27	28	1	5	2			
	4	5	6	7	8	5	2			
	11	12	13	14	15	5	2			
	18	19	20	21	22	5	2			
	25	26	27	28	29	2	5			Spring Break
April	1	2	3	4	5	5	2			
	8	9	10	11	12	5	2			
	15	16	17	18	19	5	2			
	22	23	24	25	26	5	2			
May	29	30	1	2	3	5	2			
	6	7	8	9	10	5	2			
	13	14	15	16	17	5	2			
	20	21	22	23	24	5	2			
	27	28	29	30	31	4	2	1		Memorial Day (5/27)
June	3	4	5	6	7	5	2			
	10	11	12	13	14	5	2			
	17	18	19	20	21	5	2			Administrative Day
	24	25	26	27	28	4	2	1		
July	1	2	3	4	5	2	5			Summer Break including July 4th (7/4).
	8	9	10	11	12	2	5			Summer Break
	15	16	17	18	19	2	5			Summer Break
	22	23	24	25	26	2	5			Summer Break
	29	30	31			1	3			Summer Break
						200	104	61		

of 365 Days Accounted For

- 1 White squares indicate instructional days.
- 2 Grey squares indicate professional development days.
- 3 Black squares are weekends, holiday or break days.

**New York Generation Charter School
6th Grade Teaching Team**

	M	T	W	Th	F	Instruct.	Prof. Dev.	Admin	Weekend	Holiday	Break	
August 2012			1	2	3						3	Summer Break
	6	7	8	9	10		5		2			Whole School Conference
	13	14	15	16	17		5		2			Whole School Conference
	20	21	22	23	24	5			2			Students begin (8/20).
	27	28	29	30	31	5			2			
September	3	4	5	6	7	4			2	1		Labor Day (9/3).
	10	11	12	13	14	5			2			
	17	18	19	20	21	3			2	2		Rosh Hashannah (9/17 - 9/18)
	24	25	26	27	28	4			2	1		Yom Kippur (10/26)
October	1	2	3	4	5	5			2			
	8	9	10	11	12	4			2	1		Columbus Day (10/8)
	15	16	17	18	19	5			2			
	22	23	24	25	26	5			2			
November	29	30	31	1	2		4		2		1	Grade Level PD and Break
	5	6	7	8	9				2	5		Grade Level Break Including Election Day
	12	13	14	15	16				2	1	4	Grade Level Break Including Veterans Day
	19	20	21	22	23				2	2	3	Grade Level Break and Thanksgiving (11/22 - 11/23)
	26	27	28	29	30	5			2			
December	3	4	5	6	7	5			2			
	10	11	12	13	14	5			2			
	17	18	19	20	21	5			2			
	24	25	26	27	28				2	5		Winter Recess (12/22 - 1/1)
January 2013	31	1	2	3	4	3			2	2		Winter Recess (12/22 - 1/1)
	7	8	9	10	11	5			2			
	14	15	16	17	18	5			2			
	21	22	23	24	25	4			2	1		Martin Luther King Jr. Day (1/21)
February	28	29	30	31	1	5			2			
	4	5	6	7	8	5			2			
	11	12	13	14	15	5			2			
	18	19	20	21	22	4			2	1		Presidents' Day (2/18)
March	25	26	27	28	1		3		2	2		Grade Level Conference and Break
	4	5	6	7	8				2	5		Grade Level Break
	11	12	13	14	15				2	5		Grade Level Break
	18	19	20	21	22				2	5		Grade Level Break
	25	26	27	28	29		5		2			Spring Conference
April	1	2	3	4	5	5			2			
	8	9	10	11	12	5			2			
	15	16	17	18	19	5			2			
	22	23	24	25	26	5			2			
May	29	30	1	2	3	5			2			
	6	7	8	9	10	5			2			
	13	14	15	16	17	5			2			
	20	21	22	23	24	5			2			
	27	28	29	30	31	4			2	1		Memorial Day (5/27)
June	3	4	5	6	7	5			2			
	10	11	12	13	14	5			2			
	17	18	19	20	21	5			2			
	24	25	26	27	28	4		1	2			Administrative Day, Last Day for Staff
July	1	2	3	4	5				2	1	4	Summer Break including July 4th (7/4).
	8	9	10	11	12				2	5		Summer Break
	15	16	17	18	19				2	5		Summer Break
	22	23	24	25	26				2	5		Summer Break
	29	30	31						1	3		Summer Break

164 22 1 104 11 63

187 Total Work Days
of 365 Days Accounted For

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**New York Generation Charter School
7th Grade Teaching Team**

	M	T	W	Th	F	Instruct.	Prof. Dev.	Admin	Weekend	Holiday	Break	
August 2012			1	2	3						3	
	6	7	8	9	10		5		2			Whole School Conference
	13	14	15	16	17		5		2			Whole School Conference
	20	21	22	23	24	5			2			Students begin (8/20).
	27	28	29	30	31	5			2			
September	3	4	5	6	7	4			2	1		Labor Day (9/3).
	10	11	12	13	14	5			2			
	17	18	19	20	21	3			2	2		Rosh Hashannah (9/17 - 9/18)
	24	25	26	27	28	4			2	1		Yom Kippur (10/26)
October	1	2	3	4	5	5			2			
	8	9	10	11	12	4			2	1		Columbus Day (10/8)
	15	16	17	18	19	5			2			
	22	23	24	25	26	5			2			
November	29	30	31	1	2	5			2			
	5	6	7	8	9	4	1		2			Election Day (11/6). Chancellor's Conference Day.
	12	13	14	15	16	4			2	1		Veterans Day Observed (11/12)
	19	20	21	22	23	3			2	2		Thanksgiving (11/22 - 11/23)
	26	27	28	29	30	5			2			
December	3	4	5	6	7	5			2			
	10	11	12	13	14	5			2			
	17	18	19	20	21	5			2			
	24	25	26	27	28				2	5		Winter Recess (12/22 - 1/1)
January 2013	31	1	2	3	4				2	5		Winter Recess (12/22 - 1/1) and Grade Level Break
	7	8	9	10	11				2	5		Grade Level Break
	14	15	16	17	18				2	5		Grade Level Break
	21	22	23	24	25		4		2	1		Martin Luther King Jr. Day (1/21) and Grade Level PD
February	28	29	30	31	1	5			2			
	4	5	6	7	8	5			2			
	11	12	13	14	15	5			2			
	18	19	20	21	22	4			2	1		Presidents' Day (2/18)
March	25	26	27	28	1	5			2			
	4	5	6	7	8	5			2			
	11	12	13	14	15	5			2			
	18	19	20	21	22	5			2			
	25	26	27	28	29		5		2			Spring Conference
April	1	2	3	4	5				2	5		Grade Level Break
	8	9	10	11	12				2	5		Grade Level Break
	15	16	17	18	19				2	5		Grade Level Break
	22	23	24	25	26		3		2	2		Grade Level Break and PD
May	29	30	1	2	3	5			2			
	6	7	8	9	10	5			2			
	13	14	15	16	17	5			2			
	20	21	22	23	24	5			2			
	27	28	29	30	31	4			2	1		Memorial Day (5/27)
June	3	4	5	6	7	5			2			
	10	11	12	13	14	5			2			
	17	18	19	20	21	5			2			Administrative Day
	24	25	26	27	28	4		1	2			Administrative Day, Last Day for Staff
July	1	2	3	4	5				2	1	4	Summer Break including July 4th (7/4).
	8	9	10	11	12				2	5		Summer Break
	15	16	17	18	19				2	5		Summer Break
	22	23	24	25	26				2	5		Summer Break
	29	30	31						1	3		Summer Break

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187 Total Work Days
of 365 Days Accounted For

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**New York Generation Charter School
Intensives Team**

School Wide

	M	T	W	Th	F	Instruct.	Prof. Dev.	Admin	Weekend	Holiday	Break		Professional Development	Intensives
August 2012			1	2	3						3			
	6	7	8	9	10		5		2			Whole School Conference	Summer Conference	
	13	14	15	16	17		5		2			Whole School Conference	Summer Conference	
	20	21	22	23	24		5		2			Students begin (8/20).		
	27	28	29	30	31		5		2					
September	3	4	5	6	7		4		2	1		Labor Day (9/3).		
	10	11	12	13	14		5		2					
	17	18	19	20	21		3		2	2		Rosh Hashannah (9/17 - 9/18)		
	24	25	26	27	28		4		2	1		Yom Kippur (10/26)		
October	1	2	3	4	5		5		2					
	8	9	10	11	12		4		2	1		Columbus Day (10/8)		
	15	16	17	18	19		5		2					
	22	23	24	25	26		5		2					
November	29	30	31	1	2		5		2				6th Grade Team	6th Gr (16 days)
	5	6	7	8	9		4	1	2			Election Day (11/6). Chancellor's Conference Day.	Election Day	6th Gr (16 days)
	12	13	14	15	16		4		2	1		Veterans Day Observed (11/12)		6th Gr (16 days)
	19	20	21	22	23		3		2	2		Thanksgiving (11/22 - 11/23)		6th Gr (16 days)
	26	27	28	29	30				2	5		Intensives Team Break		
December	3	4	5	6	7		5		2					
	10	11	12	13	14		5		2					
	17	18	19	20	21		5		2					
	24	25	26	27	28				2	5		Winter Recess (12/22 - 1/1)		
January 2013	31	1	2	3	4		3		2	2		Winter Recess (12/22 - 1/1)		7th Gr (17 days)
	7	8	9	10	11		5		2					7th Gr (17 days)
	14	15	16	17	18		5		2					7th Gr (17 days)
	21	22	23	24	25		4		2	1		Marlin Luther King Jr. Day (1/21)	7th Grade Team	7th Gr (17 days)
February	28	29	30	31	1		5		2			Intensives Team Conference	Intensive Team	
	4	5	6	7	8				2	5		Intensives Team Break		
	11	12	13	14	15				2	5		Intensives Team Break		
	18	19	20	21	22		4		2	1		Presidents' Day (2/18)		
March	25	26	27	28	1		5		2				6th Grade Team	6th Gr (20 days)
	4	5	6	7	8		5		2					6th Gr (20 days)
	11	12	13	14	15		5		2					6th Gr (20 days)
	18	19	20	21	22		5		2					6th Gr (20 days)
	25	26	27	28	29		5		2			Spring Conference	Spring Conference	
April	1	2	3	4	5		5		2					7th Gr (20 days)
	8	9	10	11	12		5		2					7th Gr (20 days)
	15	16	17	18	19		5		2					7th Gr (20 days)
	22	23	24	25	26		5		2				7th Grade Team	7th Gr (20 days)
May	29	30	1	2	3		5		2			Intensives Team Conference	Intensive Team	
	6	7	8	9	10				2	5		Intensives Team Break		
	13	14	15	16	17				2	5		Intensives Team Break		
	20	21	22	23	24				2	5		Intensives Team Break		
	27	28	29	30	31		4		2	1		Memorial Day (5/27)		
June	3	4	5	6	7		5		2					
	10	11	12	13	14		5		2					
	17	18	19	20	21		5		2					
	24	25	26	27	28		4	1	2			Administrative Day, Last Day for Staff	Admin Day	
July	1	2	3	4	5				2	1	4	Summer Break including July 4th (7/4).		
	8	9	10	11	12				2	5		Summer Break		
	15	16	17	18	19				2	5		Summer Break		
	22	23	24	25	26				2	5		Summer Break		
	29	30	31						1	3		Summer Break		

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187 Total Work Days
of 365 Days Accounted For

- 1 White squares indicate instructional days.
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- 3 Black squares are weekends, holiday or break days.

New York Generation Charter School
Grade Level / Team Calendars Compared

School Wide

	Students					6 GradeTeam					7 GradeTeam					Intensives					Professional Development		Intensives			
	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F						
August 2012			1	2	3			1	2	3			1	2	3			1	2	3						
	6	7	8	9	10	6	7	8	9	10	6	7	8	9	10	6	7	8	9	10					Summer Conference	
	13	14	15	16	17	13	14	15	16	17	13	14	15	16	17	13	14	15	16	17					Summer Conference	
	20	21	22	23	24	20	21	22	23	24	20	21	22	23	24	20	21	22	23	24						
	27	28	29	30	31	27	28	29	30	31	27	28	29	30	31	27	28	29	30	31						
September	3	4	5	6	7	3	4	5	6	7	3	4	5	6	7	3	4	5	6	7						
	10	11	12	13	14	10	11	12	13	14	10	11	12	13	14	10	11	12	13	14						
	17	18	19	20	21	17	18	19	20	21	17	18	19	20	21	17	18	19	20	21						
	24	25	26	27	28	24	25	26	27	28	24	25	26	27	28	24	25	26	27	28						
October	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5						
	8	9	10	11	12	8	9	10	11	12	8	9	10	11	12	8	9	10	11	12						
	15	16	17	18	19	15	16	17	18	19	15	16	17	18	19	15	16	17	18	19						
	22	23	24	25	26	22	23	24	25	26	22	23	24	25	26	22	23	24	25	26						
November	29	30	31	1	2	29	30	31	1	2	29	30	31	1	2	29	30	31	1	2			6th Gade Team	6th Gr (16 days)		
	5	6	7	8	9	5	6	7	8	9	5	6	7	8	9	5	6	7	8	9			Election Day	6th Gr (16 days)		
	12	13	14	15	16	12	13	14	15	16	12	13	14	15	16	12	13	14	15	16				6th Gr (16 days)		
	19	20	21	22	23	19	20	21	22	23	19	20	21	22	23	19	20	21	22	23				6th Gr (16 days)		
	26	27	28	29	30	26	27	28	29	30	26	27	28	29	30	26	27	28	29	30						
December	3	4	5	6	7	3	4	5	6	7	3	4	5	6	7	3	4	5	6	7						
	10	11	12	13	14	10	11	12	13	14	10	11	12	13	14	10	11	12	13	14						
	17	18	19	20	21	17	18	19	20	21	17	18	19	20	21	17	18	19	20	21						
	24	25	26	27	28	24	25	26	27	28	24	25	26	27	28	24	25	26	27	28						
January 2013	31	1	2	3	4	31	1	2	3	4	31	1	2	3	4	31	1	2	3	4				7th Gr (17 days)		
	7	8	9	10	11	7	8	9	10	11	7	8	9	10	11	7	8	9	10	11				7th Gr (17 days)		
	14	15	16	17	18	14	15	16	17	18	14	15	16	17	18	14	15	16	17	18				7th Gr (17 days)		
	21	22	23	24	25	21	22	23	24	25	21	22	23	24	25	21	22	23	24	25			7th Grade Team	7th Gr (17 days)		
February	28	29	30	31	1	28	29	30	31	1	28	29	30	31	1	28	29	30	31	1			Intensive Team			
	4	5	6	7	8	4	5	6	7	8	4	5	6	7	8	4	5	6	7	8						
	11	12	13	14	15	11	12	13	14	15	11	12	13	14	15	11	12	13	14	15						
	18	19	20	21	22	18	19	20	21	22	18	19	20	21	22	18	19	20	21	22						
March	25	26	27	28	1	25	26	27	28	1	25	26	27	28	1	25	26	27	28	1			6th Grade Team	6th Gr (20 days)		
	4	5	6	7	8	4	5	6	7	8	4	5	6	7	8	4	5	6	7	8				6th Gr (20 days)		
	11	12	13	14	15	11	12	13	14	15	11	12	13	14	15	11	12	13	14	15				6th Gr (20 days)		
	18	19	20	21	22	18	19	20	21	22	18	19	20	21	22	18	19	20	21	22				6th Gr (20 days)		
	25	26	27	28	29	25	26	27	28	29	25	26	27	28	29	25	26	27	28	29			Spring Conference			
April	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5				7th Gr (20 days)		
	8	9	10	11	12	8	9	10	11	12	8	9	10	11	12	8	9	10	11	12				7th Gr (20 days)		
	15	16	17	18	19	15	16	17	18	19	15	16	17	18	19	15	16	17	18	19				7th Gr (20 days)		
	22	23	24	25	26	22	23	24	25	26	22	23	24	25	26	22	23	24	25	26			7th Grade Team	7th Gr (20 days)		
May	29	30	1	2	3	29	30	1	2	3	29	30	1	2	3	29	30	1	2	3			Intensive Team			
	6	7	8	9	10	6	7	8	9	10	6	7	8	9	10	6	7	8	9	10						
	13	14	15	16	17	13	14	15	16	17	13	14	15	16	17	13	14	15	16	17						
	20	21	22	23	24	20	21	22	23	24	20	21	22	23	24	20	21	22	23	24						
	27	28	29	30	31	27	28	29	30	31	27	28	29	30	31	27	28	29	30	31						
June	3	4	5	6	7	3	4	5	6	7	3	4	5	6	7	3	4	5	6	7						
	10	11	12	13	14	10	11	12	13	14	10	11	12	13	14	10	11	12	13	14						
	17	18	19	20	21	17	18	19	20	21	17	18	19	20	21	17	18	19	20	21						
	24	25	26	27	28	24	25	26	27	28	24	25	26	27	28	24	25	26	27	28			Admin Day			
July	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5						
	8	9	10	11	12	8	9	10	11	12	8	9	10	11	12	8	9	10	11	12						
	15	16	17	18	19	15	16	17	18	19	15	16	17	18	19	15	16	17	18	19						
	22	23	24	25	26	22	23	24	25	26	22	23	24	25	26	22	23	24	25	26						
	29	30	31			29	30	31			29	30	31			29	30	31								

These calendars show the annual calendar for the students and each of the teaching teams. The last two columns emphasize the teachers' professional time - indicating the timing of week long Conferences - and when the different grades have their intensives.

- 1 White squares indicate instructional days.
- 2 Grey squares indicate professional development days.
- 3 Black squares are weekends, holiday or break days.

however, that any Director elected to fill an unexpired term (whether resulting from the death, resignation or removal or created by an increase in the number of Directors) shall hold office until the next election of Directors. Directors may be elected to any number of consecutive terms. Subject to the limitations set forth in Section 2, to become a Director, a person shall be nominated by a then existing Director and elected by a majority of the Board of Directors.

SECTION 4. REMOVAL. Any Director may be removed at any time for cause or without cause by a vote of two-thirds of the entire board at any special meeting of the Board of Directors called for that purpose; provided, however, that at least one week's notice of the proposed action shall have been given to the entire Board of Directors then in office and provided, further that there shall be a quorum of not less than a majority present at the meeting at which such action is taken.

SECTION 5. RESIGNATION. Any Director may resign from office at any time. Such resignation shall be made in writing, and shall take effect at the time specified therein, and if no time be specified, at the time of its receipt by the Corporation of its President. The acceptance of a resignation by the Board of Directors shall not be necessary to make it effective, but no resignations shall discharge any accrued obligation or duty of a Director.

SECTION 6. VACANCIES AND NEWLY CREATED DIRECTORSHIPS. Any newly creative Directorships and any vacancies on the Board of Directors arising at any time and from any cause may be filled, subject to the limitations set forth in Section 2, at any meeting of the Board of Directors by a majority of the Directors then in office, regardless of their number, and the Directors so elected shall serve until the annual meeting at which their term expires.

SECTION 7. MEETINGS.

- a. Time, Place and Call. Meetings of the Board of Directors shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board of Directors may from time to time fix. A minimum of 10 regular meetings shall be held each year on dates determined by the Board. Special meetings of the Board of Directors shall be held whenever called by a majority of the Board of Directors or the Chair, in each case, at such time and place shall be fixed by the person or persons calling the meeting.
- b. Annual Meeting. An Annual Meeting shall be held in the month of June for the purpose of electing Directors, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.
- c. Notice. Notice of meetings shall be made in compliance with the Article 7 of the New York Public Officers Law, pursuant to Education Law S 2854(1)(e). A calendar of board meeting dates will be posted at the school. The school will provide notice of the time and place of any board meeting that is scheduled at least one week in advance to the news media and shall conspicuously post such notice in one or more public locations at the 72 hours in advance of the scheduled meeting. The school will provide notice of the time and place of any board

meeting that is scheduled less than one week in advance to the news media (to the extent predicable) and shall conspicuously post such notices in one or more public locations a reasonable time in advance of the scheduled meeting.

- d. Quorum and Action. Unless a greater proportion is required by law, a majority of the entire board shall constitute a quorum for the transaction of business or of any specified item of business. A majority of the Directors present, whether or not a quorum is present, may adjourn a meeting to another time and place. Except as otherwise provided by law and except as in these by-laws otherwise provided, the vote of a majority of the Directors present at the time of the vote, if a quorum is present at such time, shall be the act of the Board of Directors.

SECTION 8. ATTENDANCE BY TELEPHONE CONFERENCE. Members of the Board of Directors may participate in a meeting of the Board by means of conference telephone or similar communications equipment whereby all persons participating in the meeting can hear each other, and participation in a meeting in this manner shall constitute presence in person at the meeting.

SECTION 9. ACTION WITHOUT MEETINGS. Any action required or permitted to be taken by the Board of Directors or by any committee thereof may be taken without a meeting if all members of the Board of Directors or of a committee thereof consent in writing to the adoption of a resolution authorizing the action. In the event of any such action without a meeting, the resolution and the written consents thereto by all of the members of the Board of Directors or of a committee thereof shall be filed with the minutes of the proceedings of the Board of Directors or of a committee thereof as the case may be.

SECTION 10. COMPENSATION. Directors as such shall not receive any stated compensation for their services, but by resolution of the Board of Directors may be reimbursed for their expenses of attendance at meeting of the Board; provided, that nothing herein contained shall be construed to preclude any Director from serving the Corporation in any other capacity and receiving reasonable compensation for personal services actually rendered.

SECTION 11. COMMITTEES. The Board may create committees for any purpose, and the President of the Board shall appoint and designate the chairs of such committees. The Board of Directors, by resolution adopted by a majority of the entire Board of Directors, may designate standing committees, each of which, to the extent provided in the resolution designating it, shall have the authority of the Board of Directors with the exception of the election of members of the Board of Directors or any of its committees, filling vacancies on the Board or any committee which has the authority of the Board, the fixing of compensation for members of the Board of Directors or any of its committees, the amendment or repeal of Bylaws or the adoption of new Bylaws, the appointment of the other committees of the Board, or any other authority the delegation of which is prohibited by law.

SECTION 12. CONFLICT OF INTEREST. Any Director, Officer or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or any Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosures shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the corporation's interest. The Board or Committee to which such disclosure is made shall thereupon determine, by majority vote, whether a conflict of interests exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to such contract or transaction (other than to provide factual information or to respond to questions). The minutes of the meeting shall reflect any such disclosure made, the to thereon and, where applicable, the abstention from voting and participation.

ARTICLE III. OFFICERS

SECTION 1. OFFICES: TERM. Unless otherwise provided for in the Certificate of Incorporation, the Board may elect or appoint a President, a Secretary and a Treasurer. The Board from time to time may elect or appoint a Chair of the Board and such other officers and agents as it shall deem necessary, and may define their powers and duties. One person may hold two (2) or more offices except those of President and Secretary. All officers shall be elected or appointed to hold office for a term of one (1) year. Each officer shall hold office for the term of which he or she is elected or appointed and until his or her successor has been elected or appointed and qualified.

SECTION 2. REMOVAL; RESIGNATION; SALARY. Any officer elected or appointed by the Board may be removed by the Board with or without cause by two-thirds of the entire Board. In the event of the death, resignation or removal of an officer, the Board, in its discretion, may elect or appoint a successor to fill the unexpired term. No officer shall receive compensation for service as such, but may be reimbursed for expenses incurred as such by two-thirds of the entire Board.

SECTION 3. CHAIRPERSON. The Chair of the Board, if one be elected, shall preside at all meetings of the Board of Directors and shall have and perform such other duties as from time to time may be assigned to him or her by the Board of Directors.

SECTION 4. PRESIDENT. The President shall be the chief executive officer of the Corporation. He or she shall, in the absence of a Chair, preside at all meetings of the Board of Directors. He shall have the general management of the affairs of the Corporation and shall see that all orders and resolutions of the Board of Directors are carried into effect. He or she shall, when duly authorized by the Board of Directors, sign and execute all contracts in the name of the Corporation, when countersigned as specified by Board resolution. He or she may also sign all checks, drafts, notes and orders for the payment or money, which shall be duly authorized by

the Board of Directors and shall be countersigned as specified by these Bylaws or the written financial policies of the Corporation as approved by the Board.

SECTION 5. TREASURER. The Treasurer shall have the care and custody of all the funds and securities of the Corporation, and shall deposit said funds in the name of the Corporation in such bank or trust company as the Board of Directors may elect. He or she may, when duly authorized by the Board of Directors, sign and execute all contracts in the name of the Corporation, when countersigned by the President. He or she may also sign all checks, drafts, notes, and orders for the payment of money, which shall be duly authorized by the Board of Directors and shall be countersigned as specified by these Bylaws or the written financial policies of the Corporation as approved by the Board. He or she shall, at all reasonable time, exhibit his or her books and accounts of the Corporation made by a committee appointed by the President or by an outside firm retained by resolution of the Board, and shall present such audit in the writing at the annual meeting of the Board of Directors. At these meetings he or she shall also present an annual report setting forth in full the financial conditions of the Corporation.

SECTION 6. SECRETARY. The Secretary shall keep the minutes of the Board of Directors. He or she shall have the custody of the seal of the Corporation and shall affix and attest the same to documents when duly authorized by the Board of Directors. He or she shall attend to the giving and serving of all notices of the Corporation, and shall have charge of such books and papers as the Board of Directors may direct. He or she shall attend to such correspondence as may be assigned to him or her, and perform all the duties incidental to his or her office.

ARTICLE IV. INDEMNIFICATION OF DIRECTORS AND OFFICERS

The Corporation shall, to the fullest extent now or hereafter permitted by and in accordance with the standards and procedures provided for by sections 721 through 726 of the Not-For-Profit Corporation Law and any amendments thereto, indemnify any person, made, or threatened to be made, a party to an action or proceeding other than one by or in the right of the Corporation to procure a judgment in its favor, whether civil or criminal, including an action by or in the right of any other corporation of any type or kind, domestic or foreign, or any partnership, joint venture, trust, employee benefit plan or other enterprise, which any Director or officer of the Corporation served in any capacity at the request of the Corporation, by reason of the fact that he, she, his or her testator or intestate, was a Director or officer of the Corporation, or served such other corporation, partnership, joint venture, trust, employee benefit plan or other expenses, including attorneys' fees actually and necessarily incurred as a result of such action or proceeding, or any appeal therein, if such Director or officer acted, in good faith, for a purpose which he reasonably believed to be in, or, in the case of service for any other corporation or any best interests of the Corporation and, in criminal actions or proceedings, in addition, had no reasonable cause to believe that his or her conduct was unlawful.

ARTICLE V. CONTRACTS, CHECKS, DEPOSITS, FUNDS AND BANK ACCOUNTS

SECTION 1. CONTRACTS. The Board of Directors 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. The Board of Directors is authorized to select the banks or depositories it deems proper for the funds of the Corporation and shall determine who shall be authorized in the Corporation's behalf to sign bills, notes, receipts, acceptances, endorsements, checks, releases, contracts and documents. 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 and officers, agent or agents of the Corporation and in such manner, as shall from time to time be determined by resolution of the Board of Directors.

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 Directors may select.

SECTION 4. GIFTS. The Board of Directors or the Chair may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

ARTICLE VI. BOOKS AND RECORDS

The Corporation shall keep at the office of the Corporation within the State of New York correct and complete books and records of the account and shall keep minutes of the proceedings of the Board of Directors, and/or any committee which the Directors may appoint, provided that the books and records of account may be kept at any office without the State of New York if the Certificate of Incorporation shall so provide. Any of the foregoing books, minutes, or lists of records may be in written form or in any other form capable of being converted into written form within a reasonable time.

ARTICLE VII. CORPORATE SEAL

The corporate seal, if any, shall be in such form as the Board of Directors shall prescribe.

ARTICLE VIII. FISCAL YEAR

The fiscal year of the Corporation shall be fixed, and shall be subject to change, by the Board of Directors.

ARTICLE IX. OTHER PROVISIONS

SECTION 1. PRINCIPLE OFFICE. The Corporation's principal office shall be at the Generation Schools, c/o Generation Schools Network, 540 President Street, 1st Floor, Brooklyn NY 11215; or at such other place as the Board may select by resolution or amendment of these Bylaws.

ARTICLE X. AMENDMENTS

These by-laws may be amended or repealed by the affirmative vote of two-thirds of the entire board at any meeting of the Board of Directors.

ARTICLE XI. INTERPRETATION OF CHARTER

Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the Charter shall control.

Attachment 6: Proposed Code of Ethics

BOARD OF DIRECTORS CODE OF ETHICS

This Code of Ethics describes the expectations and standards of the conduct that shall guide the behavior of the directors, officers and employees of the Brooklyn Generation Charter School. All directors, officers and employees shall at all times abide by the following Code of Ethics:

1. The Board of Directors shall conduct or direct the affairs of the School and exercise its powers subject to the applicable limitations of the Education Law, Not-for-Profit Corporation Law, the School's charter and its bylaws. The Board may delegate aspects of the management of school activities to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction.
2. Not more than 49 percent of people serving on the School's Board of may be comprised of: (a) people currently being compensated by the School for services rendered to it within previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.
3. Every Director has the right participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Director shall be excused from the discussion and vote on any matter involving such Director relation to: (a) a "self-dealing transaction" (see below); (b) a conflict of interest, (c) indemnification of the Director uniquely; or (d) any other matter at the discretion of a majority of the Directors.
4. Non-profit board and staff members will act in the best interest of the organization, rather than in the furtherance of personal interests or the interests of third parties.
5. The Board Directors and the employees of the School shall not engage in the any "self-dealing transactions," except as approved by the Board. "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the Directors has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: (a) a transaction approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Directors or their families because they are in a class of persons intended to be benefited by the program.
6. Any Director or Officer having an interest in a contract, other transaction or program presented to or discussed by the Board of Directors for authorization, approval, or ratification shall make a prompt, full and frank disclosure to the Board of his or her interest prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is

the party (or one of the parties) contracting or dealing with the school, or is a Director, Director or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the School.

7. Directors representing any not-for-profit corporation proposing to do business with the Brooklyn Generation Charter School shall disclose the nature and extent of such business propositions.
8. No Director, officer, or employee of a for-profit corporation having a business relationship with the Brooklyn Generation Charter School shall serve as voting member of the Board of Directors for the duration of such business relationship, provided, however, that this provision shall not apply to the following:
 - a. Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys;
 - b. Individuals associated with an education entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to such charter school;
 - c. Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization.
9. In no instance shall a Director, officer, or employee of a for-profit education management organization having a business relationship with the Brooklyn Generation Charter School serve as a voting member of the Board of Directors for the duration of such business relationship.
10. Directors, officers, or employees of any external organization shall hold no more than 49 percent of the total seats comprising the Board of Directors.
11. Directors shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Director shall write a letter disclosing all known facts prior participating in a Board discussion of these matters, and the Director's interest in the matter will be reflected in the Board minutes.
12. Directors shall make all appropriate financial or other disclosures whenever a grievance of conflict of interest is lodged against them.
13. Directors shall not use his or her position with the Brooklyn Generation Charter School to acquire any gift or privilege worth \$50 or more that is not available to similarly situated person, unless that gift is for the use of the school.
14. Directors, officers, or employees of the School may never ask a subordinate, a student, or a parent of a student to work on give to any political campaign.
15. No individual member of the Board will act individually on behalf of the Board without the authority being granted to them explicitly in the by laws or prior action of the whole Board.

Signature _____ Date: _____

Print Name: _____

Attachment 5: Proposed Corporate By-laws

By-Laws of the Board of Directors
Brooklyn Generation Charter School, Inc.

ARTICLE I. MEMBERS

The corporation shall have no members.

ARTICLE II. BOARD OF DIRECTORS

SECTION 1. GENERAL POWERS. A governing board, which is herein referred to as the “Board of Directors”, “Board” or “Directors”, shall have the general power to control and manage the affairs and property of the Corporation, subject to applicable Education Law, Not-For-Profit Corporation Law, the Corporation’s Charter and these Bylaws. The use of the phrase “entire board” herein refers to the total number of Directors, which the Corporation would have if there were no vacancies. The board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board’s ultimate jurisdiction.

SECTION 2. QUALIFICATIONS AND NUMBER. The board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively, a New York Not-For-Profit Corporation. Each Director shall be at least eighteen years of age, but need not be a citizen of the United States or a resident of the State of New York. The Board of Directors shall consist of no less than five (5) persons and no more than fifteen (15). No less than two and up to forty percent of the Board of Directors shall be designated by Generation Schools Network, such number to be fixed by Generation Schools in its sole discretion. Subject to the foregoing limitation, the total number of Directors may be fixed from time to time by action of the Directors. The number of Directors may be increased or decreased by action of the Directors, provided that any such action to effect such increase or decrease shall require the vote of two thirds of the entire board. No decrease shall shorten the term of any incumbent Director.

Not more than 49% of the persons serving on the Board may be interested persons. An “interested Person” is (1) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise.

SECTION 3. ELECTION AND TERM. The initial Directors shall be the persons named in the Certificate of Incorporation. The Directors shall hold office for three-year terms with the exception of the initial Board whose members will randomly determine if each member serves a one, two or three year term. The Directors shall serve until the first annual meeting of the Board of Directors and until their successors have been elected and qualified, provided,

Furman Brown

Idaho Spring CO 80452

EXPERIENCE

Founder and Executive Director, Generation Schools Network

January 2004 to Present

Received 2004 Echoing Green Fellowship for social innovation for development of the Generation Schools model. Launched Brooklyn Generation, a district-run high school in 2007 to pilot the model for low-income students of color. While 20% of incoming students enter at grade level, 78% of the school's 318 students are on-track for on-time graduation. Generation Schools is featured as one of two effective whole-school models by The Center for High-Impact Philanthropy in its 2011 national report. Expanded organization to the Rocky Mountain States Region to test the model outside New York City. Began work with four urban districts committed to innovation that comprise 22% of the State's school population. The innovative yet practical concept has the potential to triple the value of current public school funding, by rethinking the use of people, time and space.

Education Consultant: Instructional Technology & School-wide Planning

March 1998 to 2004

With funding from the Beginning with Children Foundation, collaborated with staff at two elementary schools and one middle school in Brooklyn to re-invent how their school days were organized. In the middle school project, provided all students with twice the required math and reading instruction, extended blocks of science and social studies, and enrichment courses. At the same time, decreased the number of students that reading and math teachers instructed by 25% and provided extended blocks of common-planning time daily for all core curriculum teachers. Implemented all of these school improvements without increasing staff or funding.

Marketing & Multimedia Consultant

November 1995 to 2000

Designed multimedia presentations for national award shows including the Fragrance Foundation Awards at Lincoln Center and Home Office Computing Awards at the Comdex convention in Las Vegas. Created sales and marketing tools for Entrepreneur Magazine, Scholastic's Home Office Computing Magazine, Prentice Hall, and Discover Magazine. Established graphic standards and style templates for Gleacher NatWest Investment Bank. Designed pitch books, organizational overviews, and templates with complex macros based upon highly detailed specifications.

Technology Director, Clearpool, Inc. & Sponsors for Educational Opportunities

February 1992 to July 1997

Developed, implemented, and managed comprehensive instructional and administrative technology programs for a public/private partnership between two nonprofit organizations and public schools in Bedford-Stuyvesant and the South Bronx. Managed full-time technology staff and annual budget of \$250,000. Trained teachers and staff in a variety of settings including evening workshops, summer courses, in-class mentoring, and one-on-one tutoring. Implemented a variety of family technology initiatives: offered evening courses where parents and grandparents learned computer skills with their children, and presented community workshops on purchasing computers. Taught a technology course to parents participating in a Long Island University Associates Degree program.

Charter Corps Member, Teach for America (TFA)

September 1989 to November 1991

Taught fifth grade at the Normandie Avenue Elementary School in South Central Los Angeles. Received district recognition for developing an innovative team-teaching model. Appeared on the Oprah Winfrey Show as the representative of the national corps for TFA. Selected to join the TFA National Professional Development Team in New York City.

EDUCATION

B.A., Mass Communication, University of Denver, May 1988

EXPERIENCE

GENERATION SCHOOLS NETWORK

September 2010

Executive Director, Turnaround Initiatives

- Recruit school leaders for whole school and systemic reform model implementation as part of organizational new school development efforts.
- Develop school proposals incorporating systemic and innovative instructional and operational strategies.
- Support fundraising goals with private foundations and non-profit organizations.
- Provide school-based support to existing sites for the design and implementation of Generation Schools model.

NEW YORK CITY DEPARTMENT OF EDUCATION, New York, NY

2007-2010

Founding Principal

- Designed, proposed and founded a public transfer high school for 200 overage and under credited youth
- Earned a Well Developed on 2008-2009 School Quality Review
- Performed all management activities required to maintain an effective operation including personnel, management, budget preparation and control, and preparation of various reports
- Collaborated in shared leadership model with non-profit organization to leverage strategic partnership to provide youth development services, college and career exploration, credit recovery
- Led a learning community which ensured that all community members have equitable opportunities to achieve
- Established and promoted high standards and expectations for all students and staff for academic performance and behavior
- Developed clear procedures for the operation and functioning of the school consistent with shared philosophy, mission, values and goals
- Supervised the instructional programs of the school, including data-driven decision-making, differentiated supervision and professional development, evaluation of lesson plans and daily observations
- Managed daily operations and school improvement projects for a 400,000 square foot facility

KAPLAN K12 LEARNING SERVICES, St. Louis, MO

2006-2007

Implementation Manager

- Collaborated with school administrators and teachers to assess curriculum and instructional needs of school district and design district-wide reform efforts
- Managed successful implementation of curriculum through on-going coaching and professional development of core curriculum initiative in Science, Social Studies, Mathematics and Communication Arts for teachers, instructional coaches, school building and district administrators

SAINT LOUIS UNIVERSITY, St. Louis, MO

2006

Adjunct Professor

- Planned and taught graduate course entitled “School Curriculum & Instruction”

F•E•G•S HEALTH AND HUMAN SERVICES, New York, NY **2004-2006**

Director of Curriculum and Instruction

- Implemented during and after school programs for approximately 2,500 in and out-of-school youth ages 3-21 years old
- Co-authored grants that secured over 3 million dollars in federal, state and local government funding
- Created divisional approach to teaching, learning and professional development for academic remediation, career development and college preparation workshops

DISTRICT OF COLUMBIA PUBLIC SCHOOLS, Washington, DC **2001-2003**

Teacher

TEACH FOR AMERICA, New York, NY **1999-Present**

Corps Member , Alumni

EDUCATION

TEACHERS COLLEGE, COLUMBIA UNIVERSITY **2003- Present**

- Dissertation Proposal entitled 'A Qualitative Study of Education Leadership: Superintendents as Community Leaders'
- Doctoral candidate in Education, Inquiry in Education Leadership Practice
- Earned Master of Arts, Specialization in Education Leadership

UNIVERSITY OF COLORADO AT BOULDER **1995-1999**

- Earned Bachelor of Environmental Design, Focus in Architecture

CERTIFICATIONS

NEW YORK STATE EDUCATION DEPARTMENT

- School Building Administrator & Supervisor Permanent Certificate
- School District Administrator & Supervisor Provisional Certificate

HONORS, ACTIVITIES & AFFILIATIONS

CENTER FOR REFORM OF SCHOOL SYSTEMS School Board Fellowship Program, St. Louis, MO **2006**

- Awarded fellowship shadowing Saint Louis Public Schools school board member.

COALITION OF COMMUNITY SCHOOLS ANNUAL FORUM, Washington, DC **2006**

- Presented research and leadership theory on “Superintendents as Community Leaders”

NEW YORK STATE EDUCATION DEPARTMENT, Albany, NY **2005-2006**

- Served as Steering Committee Member by participating in quarterly meetings with state education officials to advise on Communities of Learning and Safe Learning Environment issues

CITY UNIVERSITY OF NEW YORK (CUNY) CONFERENCE on Emerging Scholarship in Urban Education **2004**

Michael M. Fay [REDACTED] Brooklyn, NY 11231 [REDACTED]

Partner, Kasowitz, Benson, Torres & Friedman LLP (1994-present)

Broad litigation experience in complex financial and derivative, bankruptcy, corporate governance, general commercial, insurance, real estate, toxic tort and product liability matters. Representation of numerous investment and hedge funds, financial institutions and corporations in courts in New York, New Jersey, Alabama, Arizona, California, Delaware, Florida, Missouri, Nevada, Tennessee, Texas and several other jurisdictions. Trial experience in both federal and state courts, as well as before arbitration panels. One of the original nineteen attorneys who founded the Kasowitz firm in 1993.

Prior Experience

Mayer, Brown & Platt (1990-1993)

Cravath, Swaine & Moore (1988-1990)

Clerkship

Law clerk to the Honorable John A. MacKenzie of the United States District Court for the Eastern District of Virginia (1987-1988)

Court Admissions

1990, U.S. District Court, Eastern District of New York

1990, U.S. District Court, Southern District of New York

1997, U.S. Court of Appeals, Fourth Circuit

2006, U.S. Court of Appeals, Second Circuit

Bar Admissions

1988, New York

Education

University of Virginia School of Law (J.D., 1987)

Editor-in-Chief, Virginia Journal of Law and Politics

William & Mary College (B.A., 1983)

Board Membership

Generation Schools Network, Inc. (2010-present)

Athena Demetra Fliakos

Objective

To be a bird and a watcher of birds. To be more human, incandescently alive, and to cultivate a blunt imagination through a hazel twitching of the infinite eye.

Work Experience

April 2009-present **Co-Founder of MassBliss Productions LLC**

A Performance Production and Art Education Company with a dual mission:
To make and awaken art that affects the quality of the day.

July 2009-present **Victory Collegiate High School** Brooklyn, NY

May 2010 **Brooklyn Generations High School** Brooklyn, NY

Director of Teacher Talent & Development Mentor new and experienced instructors to cultivate best practices and determine content for differentiated project-based learning and assessment in order to boost student interest and achievement

Literacy Coach Assist instructors in all disciplines to integrate close reading, writing, and general communication skills into content based curricula

September 2003-June 2009 **The Hotchkiss School** Lakeville, CT

Instructor in English Literature and Composition Levels II, III (AP), IV (Senior Honors)/**Coach** at all Levels/Upper/Lower School **Dorm Parent**

Electives have included, "Big Books: A Critical Study of the Canon;" "A Riddle In Nine Syllables: A Literature of Consciousness;" "I Sing the Body Electric: A Literary Study of the Body;"

"I am nothing; I see all: A Practice in Transcendental Poetics."

Areas of Expertise: 19th and 20th Century American and British Literature, Modernism, Contemporary World Fiction and Poetry in English and in translation, Dramatic Literature, MI (Multiple Intelligence) Theory, Fitness Training for competitive and recreational sports

Areas of Experience: Contemporary Dance, Music, and Theater, 19th Century French and Russian Literature, Ancient Epics, Sufism, Cubism, Impressionism, Futurism

Areas of Interest: Anything that sticks to the page or hangs on the wall but still moves us, and anything that actually moves—

Director of two Student Publications. The literary journal, *The Writing Block* and the uncensored, alternative newspaper *The Whipping Post. Drill*

Advisor to 50 students (5-10/year)

Developed relationships with students based on mutual respect, honesty, and curiosity. Voted by classes of '08 and '09 as one of school's two best classroom teachers. Received dedication of '09 yearbook for teaching excellence

September 2001-June 2003 **The Taft School** Watertown, CT
Instructor in English/Asst. Coach/Dorm Parent/
Developed a New Media reading & writing curriculum for Level II English
Two-Time New England Tournament Finalists Women's Varsity Soccer
Adapted and Directed scenes from Daniel Quinn's, *Ishmael*

January 2001 **The Hotchkiss School** Lakeville, CT
Leave replacement Instructor In English/Coach/Dorm Parent
May 1999-December 2001 **Freelance Writer/Coach** Lake Placid, NY
Adirondack Daily Enterprise; Adirondack Community Trust;
Soccer Center; Olympic Regional Development Authority

Education

2006-2008 **Bennington College Writing Seminars** Bennington, VT
MFA (6/08) in Poetry under the venerable tutelage of poets Henri Cole, Timothy Liu, Susan Kinsolving, and Major Jackson
Elected by 25 classmates to deliver Commencement Address

2001-2003 **Breadloaf School of English** Middlebury, VT
Study towards MA
Completed two summers with courses in Literature Including *American Autobiography*, *Literature of the Harlem Renaissance*, *Literary Theory and Criticism*, and an invitation only *Poetry Workshop* with poet David Huddle
Built a network of dedicated public and independent schools educators

1995-1999 **Middlebury College** Middlebury, VT
BA of American Literature
Cum Laude in Department of American Lit/Civilization
Cum Laude for Thesis/Novel *The More Things Change*
Active in Mountain Club, Theater, WRMC weekly paper, *The Campus*, Back Country Search and Rescue

1991-1995 **The Hotchkiss School** Lakeville, CT
Magna Cum Laude; 1995 Teagle Prize for Senior Essay *The Electricity of Clarity* on poet Wallace Stevens; Rossbach Poetry Prize; Prize for Non-Fiction; Van Santvoord Environmental Prize in Limnology

Interests

Blog: www.athenafliakos.com
Completed full length Non-Fiction work: *Private School Matters*
Completed full length volume of poetry: *Truck Full Of Bibles*
Received award of publication in *Reed Magazine* for poem, "Picture I Still Keep;" *Chronogram Magazine* for poem, "Ars Poetica: For MacLeish with 1,000 Kisses." WBCR-LP radio host of the show, "The Local Yokels" (Great Barrington, MA). Five time Marathon Finisher; Two-time Finisher Ironman USA; Playing bad guitar, Yoga, and anything else that reminds me not to take life too seriously, since all of this is only temporary, anyway.

Benjamin Diehl Geballe

Brooklyn, NY 11215

PROFESSIONAL EXPERIENCE

8th Grade Social Studies Teacher and Social Studies Coach, MS 131, Sept 07 – Present *New York, NY*

- 2007-Present – 8th Grade U.S. History teacher. Mentored NYU Student Teachers each semester.
- 2007-Present – Social Studies Coach. Worked with members of the department on planning, curriculum implementation, classroom management and professional development.

Adjunct Faculty, New York University, Sept 10 – Present *New York, NY*

- Co-teach “Inquiries into Education,” the introductory course for undergraduate and graduate students at the Steinhardt School of Culture, Education, and Human Development at New York University.

10th Grade Social Studies Teacher, NYC Museum School, Sept 04 – June 07 *New York, NY*

- 2005-2007 – 10th Grade Global Studies teacher. 2004-2005 – 7th and 8th Grade U.S. History Teacher.
- Co-taught 2 sections of Museum Module Class 2004-2006.
- Planned and led trips to Washington DC (8th grade), and Harvard Model Congress (part of 10-12th grade)
- Served on various school leadership committees including the hiring committee, Union Delegate, and oversaw student teachers four of the last five semesters.

7th and 8th Grade Teacher, Minneapolis International Middle School, Oct 2003 – June 2004 *Minneapolis MN*

- General education teacher at Minneapolis charter school serving East African immigrants (mostly Somali)

Social Studies Teacher, Calvin Simmons Middle School, January 2003 – June 2003 *Oakland, CA*

- Three sections of eighth grade American history, one for sheltered English students
- Two sections of seventh grade world history, one for sheltered English students
- Coach for after-school intramural football program

Student Teacher, Castlemont High School, Fall 2003 *Oakland, CA*

- Four sections of tenth grade world cultures classes, two for sheltered English students of different proficiencies

Policy Intern, Children Now, January 2002 – June 2002 *Oakland, CA*

- Worked in the policy department of a non-profit advocacy organization working on behalf of California’s children and youth.
- Tasks included research and writing, focusing mainly on the issues of child care and health policy.

Site Coordinator, Leadership Education and Athletics in Partnership, Sept. 2000 – Aug. 2001 *New Haven, CT*

- Full time supervisory and administrative position.
- Responsible for planning and program implementation at one of five sites of an award-winning youth development and leadership program.
- Responsibilities included supervision of 26 college and high school counselors as well as one public school teacher; implementation of full time summer, after-school and Saturday morning academic programs for 105 children from 70 very low-income families; maintenance of child and parent relations; planning and implementation of staff development workshops; coordination of the use of school space; etc.

Various Positions, Leadership Education and Athletics in Partnership, Spring 1998 – Fall 2000 *New Haven, CT*

- Senior Counselor, 1998 through 2000, with responsibilities including the supervision of nine 5th through 6th grade boys living in a high-poverty urban neighborhood, and mentorship of junior counselors
- Resource Administrator, 2000, with full-time responsibilities including distribution of supplies and coordination of programs

EDUCATION

New York University, New York, NY

Masters in Building Administration

2010

University of Minnesota, Minneapolis, MN
M. Ed., Curriculum and Instruction – Social Studies
GPA 3.96

California State at Hayward, Hayward, CA
Single Subject History Credential, August 2003
GPA: 3.92

Yale University, New Haven, CT
B.A., May 2001, History, *Cum Laude*, Distinction in the Major
Cumulative GPA: 3.76, GPA within the Major: 3.91

References available upon request

██████████
New York, NY 10022

JUDITH E. KATZ

Phone: ██████████

Senior executive, consultant and nonprofit board leader

ON TARGET STRATEGIES, Chattanooga, TN and New York, NY
present

2004 -

1995 - 1998

Improved clients' competitive, fiscal and operational effectiveness. Clients included: Junior Achievement International, River Valley Partners, Chattanooga State Community and Technical College, Arts and Education Council, Tennessee River Gorge Trust, Everybody Wins!, New York City Department of Education, ING North America, KMart, Bertelsmann Music Group (BMG), YWCA of New York City, Con Edison

Representative projects included:

- Designed new pricing and marketing strategy for a community college continuing education division resulting in a \$1 million dollar turnaround in one year.
- Facilitated strategic planning for arts organization focusing programming to achieve greater visibility and funding.
- Co-authored a marketing curriculum for worldwide, non-profit youth business organization.
- Led school-to-work curriculum planning for redesign of a newly merged city and county school system.
- Wrote *Resource Guide of Services for Small and Minority Businesses* after an analysis of access and lack of access to credit for small businesses.
- Developed national office for a literacy organization with branches but no central leadership.
- Led visioning sessions in Chattanooga for key community business and political leaders to develop sustainable development strategies for the metropolitan region.

KATHARINE GIBBS SCHOOL, New York, NY

2002 – 2003

President

Reported to Managing Director, Gibbs Division, Career Education Corporation
Revenues of \$60+ million with 20% EBITDA from 4000 students with a staff of 450.

- Through strategic marketing, increased student enrollment by 20% and net income by more than 20%.
- Reorganized into 4 divisions to better serve students and enhance staff and student identity.

BARNES & NOBLE, INC., New York, NY

1999 – 2001

Vice President Education & Information Programs

Reported to the COO, managed \$16 million budget and six Regional Community Relations Managers, trained staff, designed programming and provided support for 560 stores.

- Upgraded resources, improved home office-store communications and provided model programming to increase sales.

PROVIDENT LIFE AND ACCIDENT INSURANCE CO, Chattanooga, TN

1992 – 1994

Vice President – Strategic Planning

Reported to the CEO of a \$17 billion multi-line, personal insurance company.

Designed new corporate and business planning processes. As a result:

- Increased sales by 25% in the group health business through regional marketing.
- Improved premiums by 10% in the payroll and accident business via targeted sales.

PIANO PARTNERS, INC. New York, NY**1985 – 1991**

Co-founder and owner of computer music software company. Responsible for administration, marketing and branding.

- Created business plan and raised \$.5 million in capital via a private offering.
- Pre-empted a key multi-national competitor through aggressive marketing strategy.

AMERICAN EXPRESS COMPANY, New York, NY**1975 – 1984**

Senior Vice President – Business Development, Travel Related Services (TRS) 1983 - 1984
Managed business development and acquisitions for the largest subsidiary of American Express with net income of \$300 million.

- Developed an integrated financial services business with projected income of \$300 million that was implemented by another subsidiary.
- Increased focus and resources on international business to double pre-tax income.

Senior Vice President – Finance and Planning, Travelers Cheque/Travel Division 1979 - 1983
Chief Financial Officer for two major divisions

- Hired, trained, upgraded financial staffs increasing financial sophistication and service to operating managers.
- Reduced receivable days worldwide netting \$10 million per year in additional revenues.
- Reduced receivable days worldwide netting \$10 million per year in additional interest income..
- Created new sales forecasting, inventory and loss models for Travelers Cheque Division.

Vice President – Corporate Development

1977 - 1979

Elected corporate officer and member of the Management Council. Responsible for mergers and acquisitions.

- Recommended acquisition of Warner Cable and First Data Resources increasing corporate net income by one-third.

Manager, then promoted to Director, then Vice President – Corporate Planning

1975 - 1977

Responsible for all planning processes for both the Company and operating divisions.

- Linked strategic plan's goals to performance appraisal and executive compensation.
- Created ten-year forecast with revenue projections that stood ten years later.

EDUCATION / HONORS / ACTIVITIES

S.M. in Management, Sloan School, M.I.T., Cambridge, MA Teaching Assistant in Organizational Behavior

M.A. in Teaching, Harvard Graduate School of Education, Cambridge, MA

B.A. *cum laude* with Honors in History, Brandeis University, Waltham, MA

- Former President, Hudson Guild, New York City and Parents for Academic Excellence, Chattanooga, TN, Finance Committee, Long Island College Hospital
- School Leadership Team and PA Treasurer, Baruch College Campus High School, New York
- Member, Academy of Women Achievers, YWCA of New York City
- *Who's Who in Finance and Industry*, formerly listed
- Leadership Chattanooga, Class of 1994
- Speaker for the Conference Board, AICPA, Planning Executives Institute, Harvard Club

Seth Ari Lewis Levin

Natick, MA 01760

Professional Education Experience

Principal – The Tobin School Cambridge, MA July 2008-present
Lead a staff of ninety professionals and 350 students (ages 3 to 14) and their families of a school in state academic restructuring with declining enrollment through a transformation from more traditional instructional programs including regular education, Sheltered English Immersion, Self-contained Special Education and Mainstreaming to a new Montessori School structure that has gained a wait list of 180 students from families of all income levels.

Assistant Principal – Kennedy-Longfellow School Cambridge, MA August 2007 – July 2008
Directed professional development in literacy, mathematics and science for grades JK-8 to meet the diverse needs of the city's largest special education and Title I population. Implemented a math task force to address MCAS scores, academic intervention strategies and portfolio-based assessments.

Assistant Principal – Dr. Sun Yat Sen, MS 131 New York, NY June 2006-July 2007
Supervised the 7th grade and the Humanities departments for a Region 9 zone middle school in the New York City Department of Education, serving a significant population of English Language Learners and Special Education students. Oversaw testing, academic intervention, curriculum development and teacher training.

Program Coordinator/Teacher – The NYC Museum School New York, NY 2001- 2006
Oversaw school-wide administrative duties including professional development, academic intervention, scheduling, testing, curriculum design and community relations for a small, public 6-12 school in Region 9. Instructed in literacy-based eleventh and twelfth grade US History, Government and Museum Studies. Directed Student Government, Model UN, coached athletics and served as the UFT Chapter Leader.

Division Director – Brooklyn Heights Montessori Brooklyn, NY Summers 2004-2005
Coordinated 20 staff and 120 campers (ages 8-13) in educational program activities.

Program Director – Hidden Valley Camp Freedom, ME Summers 2000-2001
Coordinated fifty staff and 300 campers (ages 8-15) in outdoor, educational programs.

Non-Profit Management Experience

Consultant – BAFROW Banjul, The Gambia Spring 2000
Trained, recruited and organized public health care workers and students on women's health issues.

Campaign Director – The PIRGs Portland, OR 1994-1999
Recruited, trained and supervised staff for several major public interest organizations, involving thousands of university students. Oversaw and developed a \$1 million budget based on annual fundraising objectives.

Education

The City University of New York - New York, NY June 2007
MPA in School Administration and School Administrator/Supervisor Licensure through Region 9's ALPs program. Doctoral research on Immigrants in Education at the Graduate Center's Department of History.

New York University - New York, NY September 2001
MAT in Social Studies Education with a focus on United States history and educational philosophy.

Wesleyan University - Middletown, CT June 1994
*BA in History and French Studies with a focus on Modern European history and the liberal arts.
Senior Thesis: The Rise of the Green Party in France.*

Reid Hall - Paris, France Spring 1993
Intensive studies in French politics, history, art, literature and language. Student taught American Studies at the Lycee Claude Monet.

Certifications

Principal/Assistant Principal - Massachusetts September 2007
Initial licensure for 5-8 and 9-12 schools

School Building Leader - New York State February 2007
Provisional certification for 6-12 schools.

School District Leader - New York State June 2007
Provisional certification for 6-12 schools.

Secondary Social Studies Education – New York State Fall 2001
Permanent license and tenure in 7-12 classrooms.

Awards/Fellowships

Educational Fellow - The Japan Society Japan Summer 2002
Selected for intensive study in Japanese culture, language and education.

Documentarian - The Fund for Teachers Southern United States Summer 2003
Grant-funded documentary work on education on the Civil War in the South.

Key Professional Presentations

“Creating Norms and Protocols to Bridge Staff Micro-Climates,” Tobin staff 2009-10
Quarterly professional development aimed at crafting common language and breaking down barriers to collaboration.

"A Gradual Release of Responsibility: Structures for Literacy Coaching," Leading for Literacy Conference, December 2009
Workshop for instructional building leaders from across the northeast on the role of principals in their work with literacy coaches.

“New Administrator Orientation”, Cambridge Public School Administrators Summer 2009
Facilitated a training on orienting new building leaders and administrators to the district.

“Crafting Staff Committees to Build School Community,” Tobin staff 2008-10
Regular staff directed committee work to address building-wide concerns through shared leadership.

“Bridging the Gap Between Administrators and Coaches, TERC October 2008
Panel presentation to Administrators and Instructional Coaches of TERC Investigations schools.

“Creating Portfolio-Based Assessment,” Kennedy Longfellow staff 2007-2008
Regular professional development sessions in literacy, math and science portfolio standards.

“Using Action Research to Tackle the Middle School,” K-Lo staff 2007-2008

Monthly professional development study group for middle school teachers to address needs of students and families.

“Incorporating Readers and Writers Workshop in the Humanities,” K-Lo staff Fall 2007
Five sessions addressing new humanities curriculum planning goals and objectives.

“TC Writing and Reading Workshop in ELA and Social Studies,” MS 131 staff 2006-7
Monthly professional development days dedicated to improving literacy strategies across the humanities curriculum with the Teacher’s College coach.

“Professional Teaching Standards through Action Research,” MS 131 staff 2006-7
Monthly study sessions with interdisciplinary teachers looking at professional practice based on the work of the New Teacher Center at UCSC and the Teachers Action Network.

“Studying our Neighborhood through Multi-Genre Writing,” MS 131 staff November 2006
Integrating walking tours in humanities instruction to write historically based non-fiction.

“Backward Planning with *Understanding by Design*,” MS 131 staff September 2006
Working backwards from goals and objectives from essential questions to design assessment and curriculum.

“Gender Inequity in the Classroom,” Region 9 ALPs Cohort January 2006
How to conduct Action Research in your classroom to overcome gender discrimination.

“Developing an Academic Intervention Team,” Region 9 ALPs Cohort February 2006
Creation of multi-dimensional task force to assess and assist students with high needs.

“Introduction to Academic Intervention,” NYC Museum School staff November 2005
Understanding assessment and implementation of academic services for struggling readers.

“Developing Long-term Planning Strategies,” NYC Museum School staff May 2005
Creating multi-year and month objectives for effective goal realization.

“Creating Public Outreach Campaigns,” Gambian Health Conference June 2000
Grass-roots, public education strategies for non-profits with limited resources.

“Building Non-traditional Coalitions,” National Public Interest Conference November 1998
Identifying and managing broad-based constituency allies for public education campaigns.

“Time Management Strategies,” National Public Interest Conference November 1997
Prioritization of daily and weekly activities to meet pre-set goals.

LISA MESSINA

[REDACTED]
Maynard, MA 01754
[REDACTED]

EDUCATION

Master of Education, Language and Literacy Program, Harvard Graduate School of Education, Cambridge, MA, May 2007

Bachelor of Arts, English, University of California Los Angeles, August 1995

CERTIFICATION

Reading Specialist, Grades K-12, Massachusetts Department of Education, May 2007

English, 8-12, Massachusetts Test for Educator Licensure, May 2006

Cross-cultural, Language and Academic Development (CLAD) Credential, San Francisco State University, March 2004

Administrative Credential, School Leaders Licensure Exam, January 2004

Single Subject Credential, English 6-12, San Francisco State University, May 1996

EXPERIENCE

District Instructional Coach, Cambridge Public Schools, Cambridge, MA. June 2007- Present.

Responsibilities include designing and facilitating professional development and coaching for school-based literacy coaches as well as ELA/Humanities teachers (grades 6-8), training staff in the use of one-on-one developmental reading assessment and writing assessments, collecting and monitoring student data, assisting school-based instructional teams with the implementation of school-wide literacy and coaching programs, and working with administrators concerning curriculum, instruction and interventions for struggling readers.

Lecturer, Stanford University, Palo Alto, CA. July 2009 - August 2010.

Taught ED166: The Centrality of Literacies in Learning & Teaching for the past two summer terms. ED166 focuses on literacy as student sense-making of texts and social contexts, the complexities of classroom discourse, and small-group literacy instruction in the four core disciplines. It is a required course for individuals seeking secondary licensure (6-12).

Reading Specialist Intern, Maria L. Baldwin School, Cambridge, MA. September 2006 - May 2007.

Responsibilities included design and implementation of literacy curriculum for students grades K-8 (whole-class, small group, and one-on-one), coaching teachers on literacy instruction in English and science, tutoring students in grades 4 and 8, conducting a guided reading group in grades K-1, assessing students using a variety of formal and informal assessments.

Literacy Coach, Lawrence Hall of Science, Berkeley, CA. June 2007- August 2008 (Summers).

Coached middle school math and science teachers in intensive professional development academy focusing on classroom discourse, whole-class and small-group literacy instruction, and Shared Evaluation Pedagogy in the math and science classroom. Worked with teams of teachers to prepare and conduct video protocols to look closely at how classroom discourse affects student learning and agency, and assist teachers in planning and implementing dialogically organized instruction.

Title I Coordinator, Jefferson High School, Daly City, CA. September 2000 - June 2006.

Revamped Title I program to effectively meet the literacy needs of high school students and improve curriculum and instruction. Developed and implemented award-winning 9th grade literacy program. Developed and implemented professional development for school staff as well as district-wide personnel in all disciplines. Co-created and coordinated the School Within a School program, a successful small learning community for at-risk sophomores. Spearheaded grant writing including a Federal Small Learning Communities Grant awarded \$800,000 in October 2006.

English Department Chair, Jefferson High School, Daly City, CA. September 1999 - June 2006.

Led English Department to a more unified program, particularly in the areas of literacy and writing instruction. Expanded the Advanced Placement program. Created master schedules. Demonstrated strong leadership in making departmental and school-wide decisions, mentoring new teachers, managing budget, and conducting professional development.

English Teacher, Jefferson High School, Daly City, CA. September 1996 - June 2006.

Created and implemented rigorous curriculum for diverse population, grades 9-12. Maintained high expectations for all learners in nurturing classroom environment. Prepared at-risk students to pass High School Exit Exam at higher rates than school average.

Lead Scorer, SRI International / Bill and Melinda Gates Foundation, San Mateo, CA. June 2003 - August 2005 (summers).

Analyzed student work and lesson plans to assess the progress of curriculum reform in schools supported by the Bill and Melinda Gates Foundation.

PUBLICATIONS

Messina, L. & Baker, E. (2003). Chapter 3: Awakening the reader within. In A. Fielding, R. Schoenbach, M. Jordan (Eds.) *Building Academic Literacy: Lessons from Reading Apprenticeship Classrooms, Grades 6-12*. San Francisco, CA: WestEd and Jossey-Bass.

PRESENTATIONS / WORKSHOPS

“Classroom Discourse: Putting Students at the Center of Student-Centered Instruction.” Presentation for Literacy for All Conference, Lesley University. November 2008.

“Creating a Context for Meaningful Strategy Instruction.” Four-day workshop for the Jefferson Union High School District. August 2007.

“Designing and Implementing an Academic Literacy Program.” Presentation for the Strategic Literacy Initiative, West Ed. April, 2004.

“Literacy Across the Content Areas.” Workshop for JFK High School, Richmond, CA. May 2001.

GRANTS / FELLOWSHIPS

NEH Institute Fellow, Cambridge, MA. Summer 2001.

Awarded grant to study African-American history at The W.E.B. Du Bois Institute, Harvard University.

AWARDS / HONORS

J. Russell Kent Award, San Mateo County School Board Association. May 2004.
Recognized for exemplary service in the promotion of literacy through the Academic Literacy Program.

Celebrate Literacy Award, San Mateo County Reading Association. May 2001.
Recognized for exemplary service in the promotion of literacy.

Practice Areas

Lino Solis' practice focuses on commercial real estate leasing, urban development transactions, financing and private public partnerships.

Client Work

Lino has counseled developers and retailers on penetrating the urban market, including serving as Counsel to a private REIT focused on developing commercial product within the urban core. His experience includes drafting and negotiating big box and restaurant leasing transactions, lending and complex sale lease back transactions with governmental and quasi governmental agencies including BID development and public incentive financing.

Previous Work

Prior to joining Arent Fox, Lino was Of Counsel in the New York office of a major real estate law firm and Vice President and General Counsel of Thor Equities, LLC, a private REIT based in New York City, where he developed and managed the in-house law department. Lino also served as Associate General Counsel of Urban Brands, Inc., a retail based entity that owned the Ashley Stewart chain of stores.

Publications, Presentations and Recognitions

Lino is an active and founding member of the Center for Real Estate Studies at New York Law School and serves as a mentor and advisor to students at the Law. Lino was recently honored by the BLSA students at New York Law School as a 2010 Alumni Honoree.

Bar and Court Admissions

Connecticut Bar
New York Bar
Supreme Court of the United States

Education

New York Law School, JD, 1996
Howard University, BA, Political Science, 1993

Life Beyond the Law

Outside of the law Lino spends as much time as possible with his family, mentoring the youth, giving to charity and the independent film forum.

JONATHAN SPEAR

Brooklyn, NY 11238

WORK EXPERIENCE

GENERATION SCHOOLS NETWORK, INC. <i>CO-FOUNDER AND CHIEF OPERATING OFFICER</i>	2004 – PRESENT
BROOKLYN COLLEGE <i>ADJUNCT LECTURER, “ADVANCED SEMINAR IN PEDAGOGY AND INSTRUCTION”</i>	2004
BEGINNING WITH CHILDREN FOUNDATION <i>DIRECTOR OF CHARTER SCHOOLS,</i>	2002 - 2004
ACTV <i>PRODUCER, ESCHOOL ONLINE</i>	2001 - 2002
NEW VOICES SCHOOL OF ACADEMIC AND CREATIVE EXCELLENCE <i>DIRECTOR (INTERIM ACTING)</i>	2000 - 2001
NEW YORK CITY MUSEUM SCHOOL <i>FOUNDING TEACHER</i>	1994-2000
BI-CULTURAL DAY SCHOOL <i>TEACHER, GRADES 6-8</i>	1990-1994
INSTITUTE ON GEOGRAPHY AND MAPPING, BANK STREET COLLEGE <i>TEACHING CONSULTANT</i>	1991-2002

EDUCATION

NEW YORK UNIVERSITY <i>ASPIRING LEADERS PROGRAM, ASTOR FELLOW</i>	1997-1998
BANK STREET COLLEGE OF EDUCATION <i>MASTERS IN EARLY ADOLESCENT EDUCATION</i>	1994-1996
MEDIA WORKSHOP, NEW YORK	1994–1996
UNIVERSITY OF CHICAGO <i>BA, POLITICAL SCIENCE</i>	1986-1990

SELECT WORKSHOPS AND PRESENTATIONS CONDUCTED

YALE SCHOOL OF MANAGEMENT EDUCATION LEADERSHIP CONFERENCE <i>“Re-Imagining the School House”</i>	MARCH 2011
COLORADO EXTENDED LEARNING OPPORTUNITIES CONFERENCE <i>“Policy and Practice – How to Collaborate to Implement Innovative Time and Talent Strategies”</i>	FEBRUARY 2011
CENTER FOR AMERICAN PROGRESS <i>“Union and District Partnerships to Expand Learning Time”</i>	NOVEMBER 2009
SEPT. 11TH CURRICULUM PROJECT <i>Media Education and Curriculum Design Workshops.</i>	DECEMBER 2001 - 2002
BROOKLYN MUSEUM OF ART <i>Summer Teacher Institute. “Colonial Portrait Art: George Washington and Pierre van Cortland”</i>	JULY 1999
THE CENTER FOR ART EDUCATION <i>Cross Site Gathering. “Using Museum Resources”</i>	APRIL 1999

Phyllis Tam

Jamaica Estates, New York 11432

Email: [REDACTED]

Education

August, 2003

M.S.E, School Administration and Supervision

College of New Rochelle, New York

August, 1994

M.A., Bilingual Mathematics Education

New York University, New York

May, 1990

B.A., Mathematics

Hunter College of City University of New York

Certification:

- New York State Permanent Certificate in School District Administration
- New York State Provisional Certificate in School Administration and Supervision
- New York State Permanent Certificate in Mathematics, grade 7 to 12
- New York City Permanent License in Mathematics, grade 7 to 12

Leadership Experience

7/07 to present

Principal

Dr. Sun Yat Sen Middle School 131
New York City Department of Education
New York, New York

Lead school into academy model; focus on inquiry literacy strategies across content areas, process word, higher order thinking and assessment in depth; piloted School of One Innovation

9/05 to 6/07

Assistant Principal

Dr. Sun Yat Sen Middle School 131
New York City Department of Education
New York, New York

Supervised teachers of mathematics and special education; provided appropriate opportunities for teachers to engage in professional growth by reflecting upon their practices and evaluating student achievement; collaborated with regional instructional support personnel to offer professional development and inter/intra visitations to fulfill the needs of the faculty and students; established high expectations and performance standards by setting goals collaboratively with teachers, students, parents and community; maintained an open communication with parents and arranged parent conferences with teachers to discuss student progress.

8/03 to 8/05

Regional Instructional Specialist, Mathematics

Region 9 Learning Support Center
New York City Department of Education
New York, New York

Developed, designed and implemented region wide professional development plans such as curriculum workshops and lesson study for coaches, teachers, and school administrators in mathematics in middle and high schools; provided curriculum and pedagogical support to local instructional superintendents and their schools; and supervised approximate 40 math coaches.

9/01 to 6/03

Mathematics Staff Developer

Math Initiatives, Community School District 2
New York, New York

Coached and mentored both new and experienced teachers in different middle/high schools in the areas of curriculum planning and implementation, instructional strategies,

classroom management strategies and assessment; co-planned and co-taught lessons with teachers; conducted model lessons; co-planned and facilitated workshops for teachers in the district, and participated in the Japanese Lesson Study Project

9/98 to 6/01

Administrative Assistant

The New York City Laboratory School for Collaborative Studies
Community School District 2, New York, New York

Assisted in the day-to-day school operation and teacher recruitment and interview; programmed both faculty and student schedules; maintained school budget; developed assessment tasks for grade 6 admission; created and updated yearly school calendar and staff handbook. Involved in school policy decision-making process.

Teaching Experience:

9/93 to 6/01

Mathematics Teacher

The New York City Laboratory School for Collaborative Studies
Community School District 2, New York, New York

Worked with Grades 7 and 8 students using the Connected Mathematics Project (CMP) curriculum and with Grade 9 students using the Mathematics: Modeling Our World curriculum; collaborated with teachers in other content areas in planning and implementing interdisciplinary units; assisted in various school wide events such as the Asian Cultural Assembly, conducted New Teacher Workshops and parent workshops on math curriculum; conducted CMP related workshops at district level; and participated in the Japanese Lesson Study Project.

9/91 to 6/93

Mathematics Teacher

Sen. Robert F. Wagner Junior High School 167
Community School District 2, New York, New York

Taught fundamental and enriched mathematics curriculum to students in 6th and 7th students; co-worked with other teachers in the International Studies Program and conducted elective classes and advisory to small groups of students in the program.

Other Teaching Experience:

7/07 to present

Part Time Consultant

Math Solutions, Sausalito, CA

Teach About Teaching Mathematics, Part I, a five day immersion course, to in-service teachers.

9/06 to 1/07

Adjunct Instructor

9/04 to 5/05

Queens College, City University of New York City

Taught preservice teachers in both undergraduate and graduate levels secondary school mathematics methods and curriculum and assessment courses

Summer 2004

Adjunct Instructor

Summer 2003

Bank Street College, New York

Taught graduate elementary and middle school mathematics methods courses, Mathematics for Teachers, Pre K-5 and 6-8.

2/02 to 5/03

Adjunct Instructor

Queens College, City University of New York

Taught middle school mathematics methods and curriculum and assessment courses to in-service teachers who were seeking for secondary mathematics certification. Involved in planning and designing the Queens College/Louis Armstrong Middle School Mathematics Specialty Program.

9/98 to 1/99

Adjunct Instructor

New York University, New York

Taught an undergraduate elementary mathematics methods course

Professional Presentations

- April 2004: “Creating Successful Standards-Based Lessons,” *Annual Conference of the National Council of Teachers of Mathematics, Philadelphia, Pennsylvania*
- February 2004: “Creating Successful CMP Lesson,” and “What makes CMP work in an urban setting?” *Connected Mathematics Program Users’ Conference, Lansing, Michigan*
- April 2003: “Thought Process in Lesson Planning,” *Annual Conference of the National Council of Teachers of Mathematics, San Antonio, Texas*
- April 2002: “A Lesson Study Initiative Aimed at Exploring How to Promote Critical Thinking: Findings, Process and Reflections,” *Research Pre-session at the Annual Meeting of the National Council of Teachers of Mathematics, Las Vegas, Nevada*
- January 2001: “Thought Process in Lesson Planning,” *District 2 Principals’ Conference*

Professional Development

- Fostering Geometric Thinking Pilot Facilitator Institute, EDC
- Looking at Student Work by Mark Driscoll, EDC
- Leadership Curriculum for Mathematics Professional Development, WestEd
- Understanding by Design, ASCD
- Learning and Teaching Linear Functions: Video Cases for Mathematics Professional Development, 6-10, WestEd
- Japanese Lesson Study with Dr. Clea Fernandez, Teacher College
- Lenses on Learning, EDC
- Connected Mathematics Project User Conferences
- Math Solutions I, and II, MBEA
- Annual NCSM and NCTM conferences

Professional Associations

- National Council of Teachers of Mathematics
- National Council of Supervisors of Mathematics
- Association for Supervision and Curriculum Development
- National Staff Development Council
- National Middle School Association

Reference Available Upon Request

Experience

Principal & Investment Committee Member

March 2008 to Present Edge Principal Advisors, New York, NY

- Founding Partner of Multi-Strategy Real Estate Investment Partnership

Executive Vice President and Chief Operating Officer

2003-2008 Enterprise Asset Management, New York, NY

- Managed a multi-billion dollar portfolio of real estate and other assets throughout the United States.

Vice President

2001 -2003 Goldman Sachs, New York, NY

- Joined Principal Finance Group.
- Concluded numerous successful distressed debt and real estate acquisitions in the United States and Europe.

Partner

1993-2000 Arent Fox, New York, NY

- Led the New York City real estate group.
- Represented institutions in the purchase of large portfolios of distressed loans and real estate assets.

Associate

1986-1993 Wien Malkin & Bettex/Pacific Partners New York, NY
Associate in real estate law firm and real estate investment Partnership.

Education

George Washington University, Washington, DC

1986

- J.D.

Columbia University, New York, NY

1983

- B.A.

WANDA WATSON

New York, NY 10026

EDUCATION

Teachers College, Columbia University, New York, NY

Doctoral Candidate in Curriculum and Teaching, Concentration in Multicultural and Urban Education, Expected May 2014

Stanford University, Stanford Teacher Education Program, Stanford, CA

Master of Arts in Education, June 2006

Stanford University, Stanford, CA

Bachelor of Arts in Human Biology, June 2005

Stanford Center for Technology and Innovation, Stanford Overseas Studies, Kyoto, Japan, Spring 2004

Oxford University, Stanford Overseas Studies, Oxford, England, Fall 2003

CERTIFICATIONS

New York State Conditional Initial Certification Grades 1-6, February 2011

California State Certification in Multiple Subjects K-8, June 2006

HONORS AND AWARDS

Education Pioneers Fellowship, Teachers College, 2010

Dean's Award for Academic Excellence, Stanford University, 2005

Education and Youth Development Fellowship, Stanford University, Summer 2002 and 2003

Gates Millennium Scholarship, Stanford University, September 2001 – June 2006

TEACHING EXPERIENCE

New Heights Academy Charter School, New York, NY

6th grade teacher

August 2009 – May 2010

- Backwards designed inquiry-based and skills-oriented English and Social Studies curriculum leading to increased levels of student engagement.
- Authentically incorporated technology such as SMART Boards and video cameras into instruction to diversify learning experiences.
- Collaboratively team-taught and made appropriate accommodations for students with IEPs in order to provide an inclusive learning environment with high expectations for all students.
- Led student advisory sessions resulting in improved critical thinking and character development.
- Planned and implemented professional development on culturally relevant pedagogy in order to build staff awareness around how their biases impact their teaching and student achievement.
- Co-organized the first annual oratorical fest to provide students with the opportunity to celebrate the African American legacy and build their self-confidence.

Lighthouse Community Charter School, Oakland, CA

5th/6th Grade Teacher

August 2007 – June 2009

- Designed instruction using Arkansas Model, Guided Language Acquisition and Design, Expeditionary Learning, and Understanding by Design resulting in a more accessible and authentic learning experience for students.
- Advocated for students with IEPs in order to maintain their access to an equitable learning experience.
- Collaborated with parents and students to set academic and personal goals enabling students to assess and celebrate their growth.
- Created project-based humanities units that fostered critical thinking and a sense of expertise.
- Drastically improved student English Language Development and Language Arts achievement, which helped the

school meet Annual Yearly Progress goals.

- Led school-wide WASC inquiry group on instruction leading to charter reauthorization.

Berkley Maynard Academy, Oakland, CA

3rd Grade Teacher

August 2006 -- June 2007

- Designed workshop model and problem-based instruction in order to facilitate student inquiry and a gradual release of responsibility leading to mastery of the content.
- Significantly improved students' reading levels and math skills by using data to inform instruction.
- Organized diversity training and multicultural curriculum in order to build teacher awareness around how their biases impact their instruction.

PROFESSIONAL EXPERIENCE

Teachers College, Elementary Inclusive Education Program, New York, NY

Instructor and Supervisor

September 2010 -- Present

- Co-teach core section to pre-service teachers in order to deepen their awareness of how personal biases impact their pedagogy.
- Provide student teachers with constructive feedback on instruction and written reflections leading to improved management, curriculum design, and student-centered instructional practices.
- Led a series of workshops on designing performance-based learning experiences resulting in a broadened approach to curriculum development and strategies for engaging students in authentic learning experiences.

Generation Schools, Brooklyn, NY

Global Humanities Curriculum Developer

June 2010 -- Present

- Collaborated with teachers to backwards design performance-based high school global humanities courses resulting in a clearly defined course of study for students.
- Strategically integrated history, English language arts, technology, and the arts into the Global Humanities curriculum in order to provide multiple entry points for student learning.

The College Board, New York, NY

Higher Education Assessment Intern

June 2005 – July 2005

- Collected data and researched achievement gaps among high school students in the United States in order to inform college preparation services.
- Analyzed retention and matriculation trends in American higher education to provide insight around how to improve college graduation rates.
- Reviewed and critiqued literature about the corporatization of college admissions leading to better awareness of the barriers to higher education faced by underserved students.

East Palo Alto Stanford Academy, Stanford, CA

Coordinator

June 2002 – June 2005

- Devised and executed a mission to provide rich academic, cultural, and community service opportunities to traditionally underserved students.
- Recruited, trained, and supported tutors in order to facilitate an effective learning experience between tutors and students.
- Led workshops to inform parents about college admissions process in order to build their child's access to higher education.
- Developed and taught a hip-hop literacy course leading to higher engagement with academics and deeper analysis skills.

Kibou-no-Ie Ryoiku Hospital, Gunma, Japan

Education Intern

July 2004 - September 2004

- Taught English to Elementary and Middle School Students with disabilities in order to provide them with access to diverse learning and career opportunities.
- Examined and discussed educational and medical care for physically and mentally disabled children with Japanese professors and practitioners leading to increased awareness of areas for improvement.
- Aided in rehabilitation sessions, occupational therapy, day service, and nurse visits to provide children with the support they needed to thrive physically, academically, and socially.

PROFESSIONAL ORGANIZATIONS

- Critical Race Studies in Education Association
- American Educational Research Association
- Education Pioneers

SKILLS

- *Technology*: Proficient in Microsoft Office Suite. Experience with integrating iMovie, GarageBand, SMARTBoard technology, Google applications, and computers into the curriculum.
- *Language*: Conversational in Japanese.
- *Interests*: culturally relevant and critical pedagogy, traveling, media literacy, hiking, meditation, softball, reading, and writing.

CLINICAL EXPERIENCE

Riverside Community Care

Needham, MA

Life Skills Day Treatment Program Coordinator

May 2001-August 2004

- Hired, trained, supervised, and conducted performance evaluations of master's level clinicians and direct care staff in their individual, group, and family counseling experiences.
- Oversaw and managed DPH and DMH regulations, as well as the financial, administrative, disciplinary, and clinical aspects of the program.
- Fostered positive relationships with state and community agencies.
- Represented Riverside's Youth and Family programs on the agency wide Quality Management Team.
- Consulted with staff from over 50 agency programs as one of six members on Riverside's Risk Management Team.

Riverside Community Care

Needham, MA

Family Partnership Clinician

July 1999-April 2001

- Provided intensive community, home, and clinic-based stabilization services to children, adolescents, and families referred by the Massachusetts Department of Mental Health.
- Collaborated with families, state agencies, and community resources, such as DSS, juvenile probation, schools, hospitals, and outpatient mental health facilities.
- Advocated for children and families in accessing appropriate services.
- Completed bio-psycho-social assessments and strength focused service plans with families and providers.

The KEY Program

Methuen, MA

Residential Caseworker

July 1998-June 1999

- Developed and maintained supportive therapeutic relationships with adolescent males referred to the residential program by the Massachusetts Department of Social Services.
- Coordinated and led activity programs for individuals and groups, specializing in educational and vocational activities.
- Facilitated individual and group counseling with an emphasis on accountability, goal attainment, and life skills.

TEACHING EXPERIENCE

Urban College of Boston

Boston, MA

Adjunct Professor

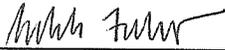
December 2006-May 2008

- Developed bachelor's level curriculum for *Introduction to Counseling and Interviewing* course.
- Differentiated the curriculum for a number of students with special needs.
- Taught semester long courses on the foundational theories and practices of those involved in a wide variety of counseling fields.
- Utilized project-based learning to inform and assess student success.

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

I, Adele Tay Fabrikant (print name of board member applicant) 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 the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.



Signature

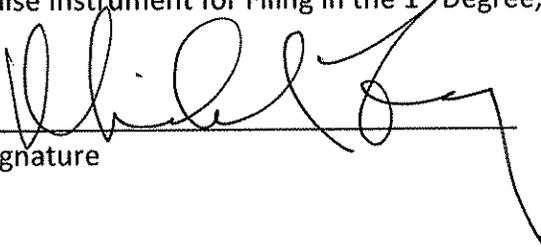
3/27/11

Date

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

I, Michael M. Fay, (print name of board member applicant) 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 the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.



Signature

March 24, 2011

Date

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

I, Judith E. Katz, 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 the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.

Judith E. Katz _____
Signature

March 16, 2011
Date

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

I, Jonathan Spear, (print name of board member applicant) 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 the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.

Jonathan Spear
Signature

3.21.11
Date

Attachment 9: Request for Information from Prospective Charter School Board Members

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name Jeffrey Walker

Daytime Telephone [REDACTED]

Home Mailing Address [REDACTED]

Personal E-Mail/Fax [REDACTED]

Business Address Edge Principal Advisors, LLC, 1700 Broadway, 38th Floor, NY NY 10019

Business E-Mail/Fax: [REDACTED]

Charter School Name New York Generation School

Charter School Address: TBD

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

Member of the charter school board

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 would be 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 potential new 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.

I have been an active supporter of Generation Schools network, Inc., the sponsor of New York Generation Schools

5. Please explain why you wish to serve on the board.

I am a strong believer in the model developed by Generation Schools and wish to actively participate in the expansion of the platform to new venues.

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 been actively involved in the business community in NYC for more than 20 years. I have been a practicing attorney and have run my own business. I believe that these skills will be extremely valuable to the mission of Generation Schools.

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 six 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.

7. 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

8. 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:

My wife, Sharon Wurtzel, is Chairman of the Board of Generation Schools Network.

9. 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:

10. 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. X 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:

My wife, Sharon Wurtzel, is Chairman of the Board of Generation Schools Network.

11. 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. X Yes.

My wife, Sharon Wurtzel, is Chairman of the Board of Generation Schools Network.

12. 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.

X / we have no such interest. Yes.

13. 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.

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

14. 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. X Yes.

My wife, Sharon Wurtzel, is Chairman of the Board of Generation Schools Network.

15. 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.

16. 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 review all applicable rules and regulations applicable to conflict of interest from both NYC and NYS as well as the organization. Once clearly understood (including the involvement of outside counsel) I would conduct a thorough going investigation and once understood ensure that the applicable standards are enforced including removing the applicable parties and terminating any applicable contracts.

Educational Philosophy

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

Generation Schools model emphasizes a new approach to creating a successful learning environment. The model is designed to utilize the same level of resources as a tradition school and provide expanded learning time and broader based resources to the students.

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

New York Generation Charter School will be implementing the education model created by Generation Schools

19. 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.

Charter Schools that are successful bring together the best of both the traditional educational model that has been developed over a long period of time along with the innovation associated with committed educators throughout the country that is tailored to each individual school.

Other

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

A board member's role is to provide guidance, expertise and a level of independent thinking to the members of the school management to ensure that the mission of the school is fulfilled as well as maintaining a disciplined approach to abiding by all ethical and social considerations by which the school is to be governed.

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

I affirm that I have read the full application for New York Generation Charter School, and that I understand our proposed by-laws and policies.

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

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

I, Jeffrey Walker 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 the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.

Signature

Date

Attachment 9: Request for Information from Prospective Charter School Board Members

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: Ms. Adele Tay Fabrikant
(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED]

Personal E-Mail/Fax: [REDACTED]

Business Address: [REDACTED]

Business E-Mail/Fax: [REDACTED]

Charter School Name: New York Generation Charter School

Charter School Address: TBD

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

Charter school board 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 would be 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 potential new 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. I work for Generation Schools and knew of New York State Education Department's charter school application cycle through the New York City Department of Education.
5. Please explain why you wish to serve on the board. I will be working closely with NYGCS as the Managing Director of the region.
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 served in many roles in public education for the last 11 years in the non-profit, for-profit and public sectors. Most recently, I was a public high school principal of transfer high school in Brooklyn.
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 six 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.

7. 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

8. 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 have worked for Generation Schools since September 2010 in the role of Managing Director of the Northeast region. I am familiar with the employees and the board members of Generation Schools Network.

9. 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:

Seth Lewis Levin, the proposed NYGCS school leader was someone we recruited to work on the NYGCS proposal.

10. 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:

11. 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.

I have worked for Generation Schools since September 2010 in the role of Managing Director of the Northeast region. I am familiar with the employees and the board members of Generation Schools Network.

12. 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.

I have worked for Generation Schools since September 2010 in the role of Managing Director of the Northeast region. I am familiar with the employees and the board members of Generation Schools Network.

13. 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.

I have worked for Generation Schools since September 2010 in the role of Managing Director of the Northeast region. I am familiar with the employees and the board members of Generation Schools Network.

14. 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.

15. 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.

16. 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.

Educational Philosophy

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

The mission and vision of NYGCS is to prepare generations of learners for life's responsibilities, challenges and opportunities. NYGCS builds on Generation Schools' proven, innovative and effective model that provides students the time and support they need to achieve.

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

The educational program at NYGCS will be the implementation of the Generation Schools model. Specifically, a) effective teachers much more time with far fewer students; b) students opportunities to move at their own pace, especially as they are catching up; c) experiences that extend learning beyond conventional classrooms and connect learning to life, so students can dream bigger, work harder, and care more. Of course, these are the same structures that benefit *all* students, and NYGCS will be an inclusive school, providing opportunities for a broad range of students to achieve.

19. 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 meets the needs of all students through rigorous and comprehensive supports in compliance with law. The charter school board will need to establish a clear strategic plan outlining goals and support to ensure the school's success.

Other

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

A charter school board member's role is to develop the school's mission and vision, select and evaluate the Principal, participate actively in Board meetings, establishing and enforcing the school's policies and procedures, approving management, operational and service contracts, approving assessment and accountability measures and performance standards, provide ongoing support and oversight, engaging the school community.

Adele Tay Fabrikant

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

I affirm that I have read and understand the full application, by-laws and proposed policies of New York Generation Charter School.

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

Attachment 9: Request for Information from Prospective Charter School Board Members

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: Michael M. Fay
(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED]

Personal E-Mail/Fax: [REDACTED]

Business Address: Kasowitz, Benson, Torres & Friedman, 1633 Broadway, New York,
New York 10019

Business E-Mail/Fax: [REDACTED]

Charter School Name: New York Generation Charter School

Charter School Address: TBD

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

Member of the Charter School board

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 would be 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 potential new 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

I serve on the Board of Directors of Generation Schools Network, Inc. ("Generation Schools"), the sponsor of New York Generation Charter School.

5. Please explain why you wish to serve on the board.

I believe Generation Schools has developed an innovative, exciting and very successful model for primary and secondary education, and I wish to provide assistance and support as it spreads that model to new education opportunities.

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 know the employees and members of the Board of Directors of Generation Schools, the sponsor of New York Generation Charter School.

I believe that my experience and knowledge gained as a practicing attorney for over 23 years – as well as the fact that I have raised three young men – will be beneficial to New York Generation Charter School.

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 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.

7. 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

8. 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:

Adele Fabrikant works for Generation Schools; Jonathan Spear is one of the founders of Generation Schools; Judith Katz serves with me on the Board of Generation Schools; and Jeffrey Walker is the husband of Sharon Wurtzel, the Chairman of the Board of Generation Schools.

9. 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:

10. 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:

I serve on the Board of Directors of Generation Schools.

11. 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.

I know the employees and the Board of Directors of Generation Schools, the sponsor of New York Generation Charter School.

12. 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.

13. 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.

14. 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.

I serve on the Board of Directors of Generation Schools, the sponsor of New York Generation Charter School.

15. 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.

16. 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 ensure that the charter school board thoroughly investigated the matter and, if it became apparent that members of the board were engaged in self-dealing transactions that were not fair and reasonable and of material benefit to the charter school, I would take steps to unwind the transactions and, if necessary, remove the members in question from the board. In taking these actions, I would also ensure that the charter board's conflict of interest policy was strictly enforced and act to further ensure that, in the future, the notification provisions of that policy were adhered to by all charter board members.

Educational Philosophy

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

Generation Schools' education model emphasizes a community where students and teachers can thrive. Some of the model's highlights are its emphasis on smaller class sizes, team teaching, innovative new programs, support for teacher professional development and meaningful support for special needs students. My understanding is that this model will be employed to create a successful learning environment for both students and teachers that will result in a quality education for all of New York Generation Charter School's students.

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

New York Generation Charter School will be implementing the education model created and successfully employed by Generation Schools.

19. 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 encourages an enthusiastic approach to learning for both students and teaching professionals, provides an environment conducive to academic exploration and creative thinking, and ultimately prepare its students for the future challenges they face, whether that be high school, college or a career.

Other

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

A charter school board member should assist the charter school in formulating its long-term goals and objectives; provide counsel on issues of management, finance and operations; provide support, if necessary, for the school's curriculum, as well as its students and faculty; stay informed about the management and operations of the school; act consistently in the interests of the charter school; abide by all laws, regulations, rules and policies governing the charter school; and ultimately serve as an ambassador for the school to the community at large.

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

I affirm that I have read the full application for New York Generation Charter School, and that I understand our proposed by-laws and policies.

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

Attachment 9: Request for Information from Prospective Charter School Board Members

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: Ms. Judith E. Katz

(Include preferred honorific.)

Daytime Telephone _____

Home Mailing Address: _____

New York, NY 10022

Personal EMail/Fax: _____

Business Address: _____

Business E-Mail/Fax: _____

Charter School Name: NY Generation Charter School _____

Charter School Address To Be Determined _____

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

Member of the Charter School Board

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 would be 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 potential new 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.

I serve on the Board of Directors of Generation Schools Inc, which is the sponsor of New York Generation Charter School

5. Please explain why you wish to serve on the board.

I believe that Generation Schools has developed a creative, effective model for K-12 education which supports both students and teachers in their development and engenders the desire to learn and the creation of teaching strategies that work to benefit all students, particularly those with special needs. I believe this model transforms education and I wish to be part of making this happen, because it can make a significant difference in many children's lives.

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 am a member of the Board of Directors of Generation Schools. I am a former educator, corporate and nonprofit executive, who has chaired the board of a settlement house, served on a hospital finance committee and chaired the board of a nonprofit dedicated to parent involvement in the public schools of Chattanooga, TN. As a mother of two daughters, I have served on the leadership team of Baruch College Campus High School in Manhattan and was Treasurer of the Parents Association of PS 29 Brooklyn.

I currently serve as Chair of the Roundtable Committee of Governance Matters, an organization dedicated to improving the quality of leadership for local not-for-profit agencies. Governance Matters is associated with VCG, which houses Boardnet USA, which matches boards and candidates for board positions. Through these activities, I have access to foundation leadership and program personnel as well as to the United Way of New York City BoardServe data base to assist the charter school in obtaining talent and resources to further its aims.

Other relevant experience includes my corporate experience as Chief Financial Officer of the Travelers Cheque Division of American Express, a Fortune 100 company and then later as Chief Financial Officer of the Travel Division. Both are major businesses in their own right. This, along with my MBA provides me with the skills and experience to help guide the financial direction of the charter school.

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 six 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.

7. 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

8. 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:

Adele Fabrikant is Principal of the Brooklyn Generation School, Michael Fay is a fellow board member of Generation Schools. Jonathan Spear is a founder of Generation Schools and Jeffrey Walker is the husband of Sharon Wurtzel who chairs the Generation Schools board.

9. 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:

10. 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:

I serve on the Board of Generation Schools.

11. 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. I know the staff and Board of Directors of Generation Schools, the sponsor of the New York Generation Charter School.

12. 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.

13. 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.

14. 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.

I serve on the Board of Directors of Generation Schools, the sponsor of the New York Generation Charter School.

15. 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.

16. 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 sponsor a full investigation of the board's activities by an independent party to determine who might be violating the policies with regard to conflict of interest. For those who are found to be engaging in violation of that code, I would recommend termination from the board. I would also work to rescind the transactions, if possible. In addition, for the board as a whole, a review of the policies with regard to conflict of interest should be part of a designated board meeting each year.

Educational Philosophy

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

The mission is to provide quality education for all students so that each student can move on to his or her next stage – high school, college or vocational training, employment, etc. - with the academic and social skills necessary to create a productive life. Further, the mission is to provide an equally stimulating, continuing learning

environment for teachers and staff so that they become professionally more competent and fulfilled.

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

The school program provides quality education by extending the school day, increasing the time spent on core subjects such as English and humanities and math and science in longer and smaller classes, having a team of teachers and other staff concerned with the development of each student and building in time for teachers each day to work together to develop effective teaching strategies for each child. Further, the school offers weeks of professional development time and instruction including mentoring for new teachers. It also introduces students to the larger community so that they can learn about all the options that are out there for them to build a positive future.

This is the successful model that Generation Schools employed in the Brooklyn Generation School.

19. 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.

The board will need to work to make sure that the following happens at New York Charter Generation School. A successful charter school works equally well for students and faculty. It provides a continuous learning environment for both. Students receive instruction and counseling tailored to their specific academic readiness and their learning styles and social skills. Professionals have the time to enhance their practice and develop new skills and expertise. Parents or other caregivers are involved in the school. And students, faculty and the board engage with the larger community not only as a learning space, but also as part of their responsibility to work to improve the life of the community.

The description of the role of the charter school board below addresses the steps the board needs to take to make sure that all of the above happens.

Other

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

The board of the charter school is responsible for all policies that govern the school. Its primary duty is to ensure that the school is meeting its mission and charter. The board should work with the charter school to develop its long-term goals and strategies as well as provide advice on management, finance and operations. The board should provide support, where necessary, for the school's programs, faculty and students. It should stay informed as to the financial health and operations of the school. It must ensure that all laws, rules, regulations and

policies that apply to the governance of the school are followed. The board members should also serve as ambassadors to the larger community.

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

I affirm that I have read the full application for New York Generation Charter School and that I understand our proposed by-laws and policies.

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

Attachment 9: Request for Information from Prospective Charter School Board Members

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: Jonathan Spear
(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED]

Personal E-Mail/Fax: [REDACTED]

Business Address: [REDACTED]

Business E-Mail/Fax: [REDACTED]

Charter School Name: New York Generation Charter School

Charter School Address: TBD

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

Member of charter school board, possible office TBD

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 would be 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 potential new 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.

As co-founder of Generation Schools Network, I have been closely involved in the development of the charter school application. Prior to co-founding Generation Schools, I served on other charter schools' Boards.

5. Please explain why you wish to serve on the board.

I am fully committed to the success of New York Generation Charter School. I want to see that the students at the school succeed, and that the school fully implements Generation Schools' model, while rigorously working to improve on the model over time. I know the significant role a successful Board can serve, exercising legal and fiduciary responsibilities, while supporting the programmatic development and success of the charter school.

I have lived almost my entire life in New York City but for four years in college and four years I taught in Connecticut. I have worked as a teacher, school administrator and in education non-profits for more than 20 years. I am committed to the success of public schools that serve the students of New York.

1

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 previously served on the board of a number of non-profit and community based organizations. Most relevant - while Director of Charter Schools for the Beginning with Children Charter School, I served on the Board of Beginning with Children Charter School and Community Partnership Charter School. In addition, I served as a consultant facilitating a strategic plan with Our World Neighborhood Charter School's Board. I have served on the Board of Generation Schools Network since its founding. On these different Boards, I have held offices as Treasurer and Secretary.

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 six 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.

7. 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.

2

Conflict of Interest

8. 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:

As co-founder of Generation Schools Network, I know professionally many of the proposed Board members. I know Adele Fabrikant since 2007 when she was the principal of Brooklyn Bridge Academy, one of the new schools with Brooklyn Generation School, sited at the South Shore Campus in 2007. I know Judith Katz and Michael Fay who are Board members of Generation Schools Network. I know Jeffrey Walker, the husband of Sharon Wurtzel, Generation Schools' Board chair.

9. 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:

I know Seth Lewis Levin, the proposed school principal. Initially I know him personally through colleagues who worked first with me and the Lewis Levin at the NYC Museum School. I know him professionally through his work at Tobin School in Cambridge.

10. 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:

Generation Schools Network, on which I am on the Board and of which I am an employee, expects to provide service to the school and expects to develop a full set of services as a Charter Management Organization at which point it will contract with the school.

11. 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.

Generation Schools Network, on which I am on the Board and of which I am an employee, expects to provide service to the school and expects to develop a full set of services as a Charter Management Organization at which point it will contract with the school.

12. 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.

Generation Schools Network, on which I am on the Board and of which I am an employee, expects to provide service to the school and expects to develop a full set of services as a Charter Management Organization at which point it will contract with the school.

13. 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.

Generation Schools Network, on which I am on the Board and of which I am an employee, expects to provide service to the school and expects to develop a full set of services as a Charter Management Organization at which point it will contract with the school.

14. 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.

See above.

15. 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.

16. 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 ensure that the charter school's Board thoroughly investigate the allegation. If it became apparent that a member of the Board were engaged in self dealing or were involved in working for their benefit or the benefit of their friends and family, or dealings not fair and reasonable and of material benefit of the school, I would take steps to unwind the deal, and move to have the Board member removed, fully implementing the Board's conflict of interest policy including its notification provisions as should be applied to all board members.

Educational Philosophy

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

Generation Schools mission is to prepare generations of learners for life's responsibilities, challenges and opportunities. I believe that we can achieve this mission by creating schools in which teachers have more time with fewer students, and teachers have time for the collaborative work of getting to know students well including their strengths and needs, committing to their success and working collaborative to provide what students need.

I believe that education is experiential and it's imperative that the generations of learners – teachers and students – have the experiences with which they can build their expertise and success. The experiences may be classroom based or part of an excursion in a neighborhood. The key for teachers is to help students make the experience rigorous – pushing them to express what they experience and learn from a variety of sources that reinforce what they learned experientially.

NYGCS is structured to give teachers and students the best opportunity to change their practices, and align them with these expectations.

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

The Generation Schools model that NYGCS will implement was developed and vetted over more than a dozen years. It is based on a strong research and experiential foundation. It has been implemented with success at Generation School's pilot school.

As co-founder of Generation Schools, I have been deeply involved in the development, articulation and refinement of the model over time. I was also deeply involved in the implementation of the model at Brooklyn Generation School. For the first year, I was at the school almost every day and taught Intensive courses. Since then, my roles have changed and I am no longer responsible daily, but am still deeply involved in the school and the implementation of the Generation Schools model.

19. 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.

Successful charters, like other successful organizations, have a clearly articulate mission and vision and pedagogy – one that is understood appropriately by the administration, staff, students and families. Successful charters are both well led and well managed, organizations in which everyone understands the goals, their roles, and the few, simple levers by which the school can be successful.

Other

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

As an experienced Board member, I understand the legal, financial and management responsibilities of a school board. I understand that the Board must be closely involved to know what's going on in each of these domains, and to support the administration of the school to turn legal and financial plans into meaningful and well managed programs. Some of the board's primary roles are ensuring the school leader is successful, that the school is financially sustainable and that the school follows all laws, regulations and meets all compliance deadlines and targets.

Jonathan Spear

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

I affirm that I have read and understand the charter school application, the by-laws and all proposed policies.

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

Attachment 9: Request for Information from Prospective Charter School Board Members

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: Mr. Jeffrey Walker
(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED]

Personal E-Mail/Fax: [REDACTED]

Business Address: Edge Principal Advisors, LLC, 1700 Broadway, 38th Floor, NY NY 10019

Business E-Mail/Fax: [REDACTED]

Charter School Name: New York Generation Charter School

Charter School Address: TBD

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

Member of the Charter School board

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 would be 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 potential new 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

I have been an active supporter of Generation Schools Network, Inc. ("Generation Schools"), the sponsor of New York Generation Charter School.

5. Please explain why you wish to serve on the board.

I am a strong believer in the model developed by Generation Schools and wish to actively participate in the expansion of the platform to new venues

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 been actively involved in the business community in NYC for more than 20 years. I have been a practicing attorney and have run my own business. I believe that these skills will be extremely valuable to the mission of Generation Schools.

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 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.

7. 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

8. 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:

My wife, Sharon Wurtzel, is Chairman of the Board of Generation Schools Network.

9. 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:

10. 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:

My wife, Sharon Wurtzel, is Chairman of the Board of Generation Schools Network.

11. 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.

My wife, Sharon Wurtzel, is Chairman of the Board of Generation Schools Network.

12. 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.

13. 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.

14. 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.

My wife, Sharon Wurtzel, is Chairman of the Board of Generation Schools Network.

15. 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.

16. 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 review all applicable rules and regulations applicable to conflict of interest from both NYC and NYS as well as the organization. Once clearly understood (including the involvement of outside counsel) I would conduct a thorough going investigation and once understood ensure that the applicable standards are enforced including removing the applicable parties and terminating any applicable contracts.

Educational Philosophy

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

GenerationSchools education model emphasizes a new approach to creating a successful learning environment. The model is designed to utilize the same level of resources as a traditional school and provide expanded learning time and broader based resources to the students.

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

New York Generation Charter School will be implementing the education model created created by Generation Schools.

19. 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.

Charter schools that are successful bring together the best of both the traditional educational model that has been developed over a long period of time along with the innovation associated with committed educators throughout the country that is tailored to each individual school.

Other

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

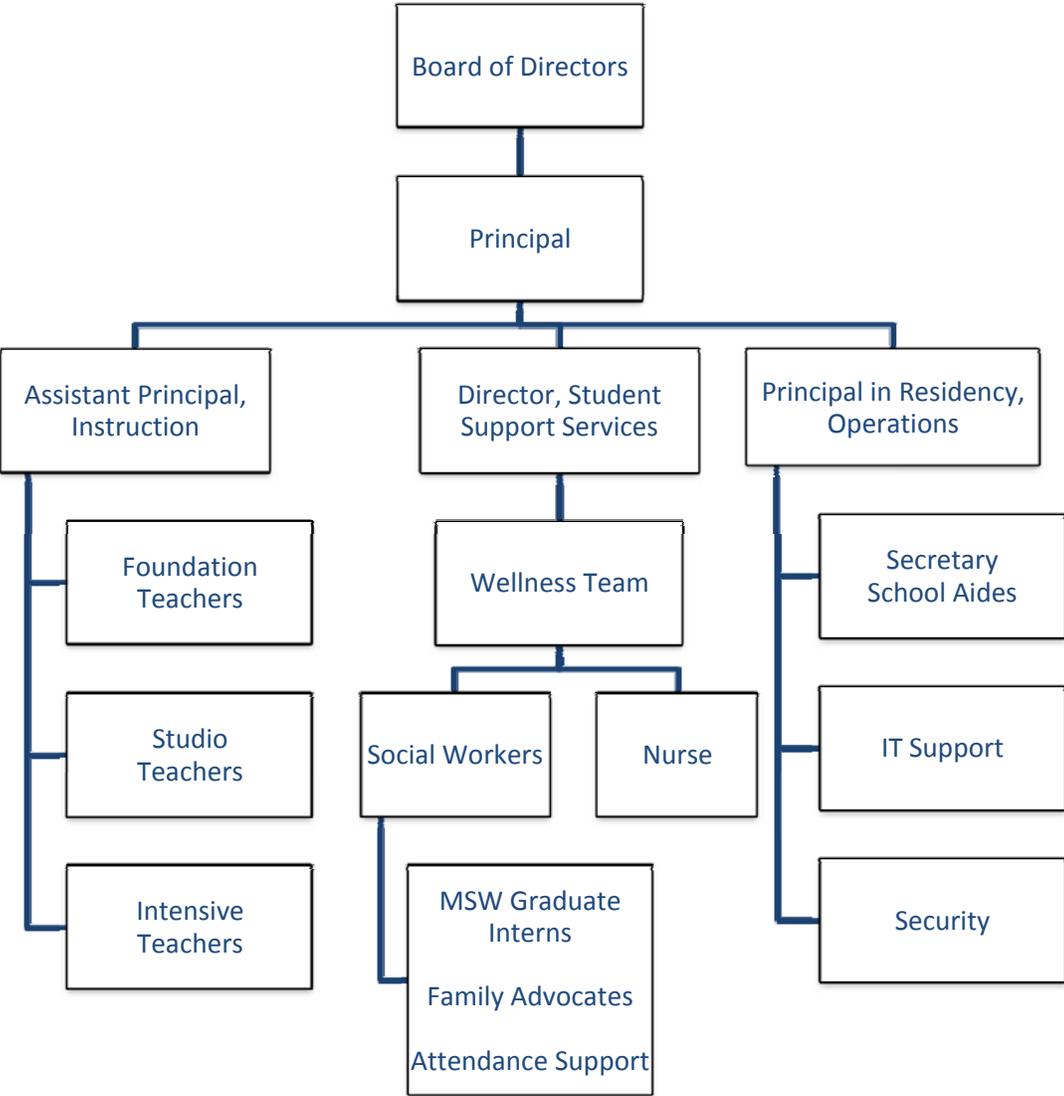
A board member's roles is to provide guidance, expertise and a level of independent thinking to the members of the school management to ensure that the mission of the school is fulfilled as well as maintaining a disciplined approach to abiding by all ethical and social considerations by which the school is to be governed.

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

I affirm that I have read the full application for New York Generation Charter School, and that I understand our proposed by-laws and policies.

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

Attachment 10: Organizational Chart



ATTACHMENT 11: KEY POSITION DESCRIPTIONS

Note: All employees of New York Generation Charter School will be subject to background checks and child abuse registry searches in accordance with the law.

Principal

The School Leader of NYGCS shall serve as the instruction leader appointed by and directly accountable to the Board of Directors. He is responsible for the management of the school's daily operation to ensure smooth, effective, mission aligned practices including by not limited to hiring staff, budgeting responsibility, garnering and managing necessary resources and maintaining the safety of the students and culture of the school. He is also responsible for ensuring that the terms of the charter are met. The School Leader will have a significant support system from Generation Schools. Seth Lewis Levin has been identified as the School Leader.

Assistant Principal, Instruction

The Assistant Principal of Instruction will be responsible for overseeing the day-to-day management of teaching and learning in alignment with state and common core standards, as well as the latest research in best practices. In conjunction with the Principal and lead teachers in Humanities and math/science, the AP of Instruction will plan professional development, supervise teacher collaboration and use regular assessment data to align academic expectations with classroom practice. The AP will serve as an evaluator of Foundation and Studio course teachers, responsible for spending time each day in classrooms and in teacher meetings to measure student progress and teacher professional goals. Previous experience in instructional leadership serving diverse middle school student populations, particularly SwD and ELLs is necessary.

Director (Principal in Residency), Operations, Technology and IT Support

The Director of Operations shall serve as the administrative office of New York Generation Charter School, appointed by and directly accountable to the School Leader. This person shall be responsible for accomplishing the organization goals as established by the charter, the accountability plan and the school leader. The Director of Operations' portfolio will include reporting, school level human resources, technology facilities, transportation finance, purchasing, food provisions and enrollment. At full capacity, the operation staff will include other contracted services. The Secretaries, Security and Administrative Assistants/Schools Aides will report directly to the Director of Operations. The Director of Operations will have significant support from the Operation Team at Generation Schools in all areas of their portfolio. Previous experience in school operations is necessary; experience in a new school start up is highly preferred.

Director of Student Support Services

The Director of Student Support Services at NYGCS assists students in developing behaviors consistent with the school's core values. The Intensives Teachers and the Wellness Team composed of Social Workers, Masters of Social Work Interns, Family Advocates and Attendance Data Support Personnel, and Nurse will report directly to the Director of Student Support Services. The Director of Student Support Services is also responsible for contact and feedback to parents for behavioral progress. Experience working with social workers and social work interns is required. Experience working with middle schoolers is also highly preferred.

Foundation & Studio Teachers

The core academic faculty members at NYGCS are responsible for teaching math, science, English Social Studies and/or Studio courses. The core academic faculty reports to the school leader and will be held accountable for the academic improvement of their students. 2 faculty members will be appointed lead teachers responsible for humanities and math/science. These two teachers will direct grade level teams and content-based professional development. Their classrooms will serve as lab sites for other teachers grounded in the Lucy West model of an *observational feedback loop*.

Intensives Teachers

The Intensives Teachers at NYGCS are responsible for teaching the academic readiness courses for each grade. Intensives teachers must have previous experience in creating and developing innovative, developmentally engaging units of study. Experience working with students in the high school application process, service learning and social/emotional awareness are preferred. The Intensives teachers report to the Director of Student Support Services.

Social Workers

NYGCS Social Workers assist students in developing behaviors consistent with the school's core values. Social workers are also responsible for contact and feedback to parents for behavioral progress. Social workers will work directly with students, staff and families in developing and assessing student social/emotional growth.

Secretary

Secretaries at NYGCS are responsible for student records, parent communication, office management and general smooth functioning of day-to-day school operation.

Administrative Assistants/School Aides

The Administrative Assistants/School Aides of NYGCS are responsible for managing the Principal's calendar, typing memos, keeping the school calendar, preparing documents and maintaining records for instruction, assessment and meetings.

Family Advocates

NYGCS Family Advocates are responsible for promoting the schools program and the day-to-day communication between the school and parents and the community. S/he is charged with community outreach and public relations for the school. Duties include regular meetings with families, organizing family academic nights, open houses, recruitment events, and major mailings.

New Applicaton Budget(s) & Cash Flow(s) Template

New York Generation Charter School

Contact Name: Adele Fabrikant

Contact Email: [REDACTED]

Contact Phone: [REDACTED]

Pre-Opening Period September 1, 2011 to June 30, 2012

New York Generation Charter School PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD September 1, 2011 to June 30, 2012				DESCRIPTION OF ASSUMPTIONS
Total Revenue		300,000		
Total Expenses		299,253		
Net Income		747		
Actual Student Enrollment		-		
Total Paid Student Enrollment		-		
		START-UP PERIOD		
REVENUE				
REVENUES FROM STATE SOURCES				
Per Pupil Revenue	CY Per Pupil Rate			
New York City	13,527	-		
School District - ALL OTHER		-		
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	-		
Special Education Revenue		-		
Grants				
Stimulus		-		
DYCD (Department of Youth and Community Developmt.)		-		
Other		-		
Other		-		
TOTAL REVENUE FROM STATE SOURCES		-		
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		250,000	Generation Schools Network has secured \$250K in private funding.	
Erate Reimbursement		-		
Earnings on Investments		-		
Interest Income		-		
Food Service (Income from meals)		-		
Text Book		-		
OTHER		50,000	NYSED SSF Grant	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		300,000		
TOTAL REVENUE		300,000		

Section 2) Pre-Opening Period Budget

Budgets and Cash Flow

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions		
Executive Management	1.00	72,000	Principal Seth Lewis Levin will work full-time with Generation Schools' team fulltime beginning July 2011.
Instructional Management			
Deans, Directors & Coordinators	4.00	40,000	\$10K Stipends for the AP, IT Director, Intensives Courses Director, Social Worker
CFO / Director of Finance	-	-	
Operation / Business Manager	-	-	
Administrative Staff	1.00	20,000	Hired by January 2011
TOTAL ADMINISTRATIVE STAFF	6.00	132,000	

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	14.00	35,000	\$2500 Stipends for Foundation Course teachers.
Teachers - SPED	4.00	10,000	\$2500 Stipends for SPED teachers on Foundation Course teams.
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	10.00	25,000	\$2500 Stipends for teachers: Includes 6 Studio Course Teachers and 5 Intensive Course teachers
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
TOTAL INSTRUCTIONAL	28.00	70,000	

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
TOTAL NON-INSTRUCTIONAL	-	-

SUBTOTAL PERSONNEL SERVICE COSTS

34.00	202,000
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PAYROLL TAXES AND BENEFITS

Payroll Taxes	15,453	7.65% (FICA)
Fringe / Employee Benefits	13,800	15% (e.g. medical, dental, vision, UI, disability) for principal and admin support.
Retirement / Pension	-	Will begin year one.
TOTAL PAYROLL TAXES AND BENEFITS	29,253	

TOTAL PERSONNEL SERVICE COSTS

34.00	231,253
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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	-

Section 2) Pre-Opening Period Budget

Budgets and Cash Flow

Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	6,000	Misc. Supplies
Equipment / Furniture	-	
Telephone	-	
Technology	10,000	Hardware and Software
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	-	
Staff Development	40,000	Generation Schools Network will provide model and curriculum training.
Staff Recruitment	7,000	Marketing materials, events
Student Recruitment / Marketing	5,000	Marketing materials, events
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	-	
TOTAL SCHOOL OPERATIONS	68,000	
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	299,253	
NET INCOME	747	
ENROLLMENT - *School Districts Are Linked To Above Entries*		
New York City	-	
TOTAL ENROLLMENT	-	
REVENUE PER PUPIL	-	
EXPENSES PER PUPIL	-	

Section 3) Pre-OP Cash Flow

Budgets and Cash Flow

New York Generation Charter School							
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD							
September 1, 2011 to June 30, 2012							
	200,000	-	50,000	50,000	-	-	300,000
Total Revenue	200,000	-	50,000	50,000	-	-	300,000
Total Expenses	27,876	26,876	35,876	42,876	42,876	122,876	299,253
Net Income	172,125	(26,876)	14,125	7,125	(42,876)	(122,876)	747
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	172,125	145,249	159,374	166,498	123,623	-
Net Income	172,125	145,249	159,374	166,498	123,623	747	747
	January	February	March	April	May	June	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue							
New York City	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-
Grants							
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	50,000	-	-	-	50,000
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	50,000	-	-	-	50,000
LOCAL and OTHER REVENUE							
Contributions and Donations	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-

Section 3) Pre-OP Cash Flow

Budgets and Cash Flow

OTHER		200,000	-	-	50,000	-	-	250,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		200,000	-	-	50,000	-	-	250,000
TOTAL REVENUE		200,000	-	50,000	50,000	-	-	300,000
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS								
	No. of Positions							
Executive Management	1.00	12,000	12,000	12,000	12,000	12,000	12,000	72,000
Instructional Management	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	4.00	-	-	10,000	10,000	10,000	10,000	40,000
CFO / Director of Finance	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-
Administrative Staff	1	-	-	5,000	5,000	5,000	5,000	20,000
TOTAL ADMINISTRATIVE STAFF	6.00	12,000	12,000	27,000	27,000	27,000	27,000	132,000
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	14.00	-	-	-	-	-	35,000	35,000
Teachers - SPED	4.00	-	-	-	-	-	10,000	10,000
Substitute Teachers	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-
Specialty Teachers	10.00	-	-	-	-	-	25,000	25,000
Aides	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	28.00	-	-	-	-	-	70,000	70,000
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	34.00	12,000	12,000	27,000	27,000	27,000	97,000	202,000
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		2,576	2,576	2,576	2,576	2,576	2,576	15,453
Fringe / Employee Benefits		2,300	2,300	2,300	2,300	2,300	2,300	13,800
Retirement / Pension		-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		4,876	4,876	4,876	4,876	4,876	4,876	29,253
TOTAL PERSONNEL SERVICE COSTS	34.00	16,876	16,876	31,876	31,876	31,876	101,876	231,253
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	-	-	-
Legal		-	-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-

Section 3) Pre-OP Cash Flow

Budgets and Cash Flow

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	1,000	1,000	1,000	1,000	1,000	1,000	6,000
Equipment / Furniture	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-
Technology	5,000	5,000	-	-	-	-	10,000
Student Testing & Assessment	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	\$100 per	-
Transportation (student)	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	-
Staff Development	-	-	-	10,000	10,000	20,000	40,000
Staff Recruitment	3,000	2,000	2,000	-	-	-	7,000
Student Recruitment / Marketing	2,000	2,000	1,000	-	-	-	5,000
School Meals / Lunch	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	11,000	10,000	4,000	11,000	11,000	21,000	68,000
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	27,876	26,876	35,876	42,876	42,876	122,876	299,253
NET INCOME	172,125	(26,876)	14,125	7,125	(42,876)	(122,876)	747
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	172,125	(26,876)	14,125	7,125	(42,876)	(122,876)	747
Beginning Cash Balance	-	172,125	145,249	159,374	166,498	123,623	-
ENDING CASH BALANCE	172,125	145,249	159,374	166,498	123,623	747	747

New York Generation Charter School PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE August 6, 2012 go June 28, 2013							DESCRIPTION OF ASSUMPTIONS
Total Revenue	2,683,746	578,078	307,515	-	828,529	4,397,868	
Total Expenses	2,626,798	531,610	354,653	25,000	837,853	4,360,913	
Net Income	56,948	46,468	(47,138)	(25,000)	(9,324)	36,955	
Actual Student Enrollment	196	49				245	
Total Paid Student Enrollment	196	49				245	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	CY Per Pupil Rate						
New York City	13,527	2,485,586	-	-	828,529	3,314,115	2010-11 PPR for 245 students.
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	2,485,586	-	-	828,529	3,314,115	
Special Education Revenue		578,078	-	-	-	578,078	44 students receive services 20-59% of each day; 5 students receive > 60% services.
Grants							
Stimulus							
DYCD (Department of Youth and Community Developmt.)			159,535			159,535	\$443 per student; plus \$51K lump sum from NYCDOE/DYCD Start-up Funds
Other							
Other			19,355			19,355	NYSTL NYSSL, NYSLIB
TOTAL REVENUE FROM STATE SOURCES	2,485,586	578,078	178,890	-	828,529	4,071,083	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs							IDEA \$1,295 per eligible pupil and IDEA-ARRA \$763 per eligible pupil
Title I	128,625		128,625			257,250	75% of enrollment @ \$1400 per eligible student. Conservative % for targeted neighborhood.
Title Funding - Other							
School Food Service (Free Lunch)	69,535					69,535	Conservative estimate for neighborhood: 25% free, 50% reduced
Grants							
Charter School Program (CSP) Planning & Implementation							We intend to apply bu/t are not assuming it here
Other							
Other							
TOTAL REVENUE FROM FEDERAL SOURCES	198,160		128,625			326,785	
LOCAL and OTHER REVENUE							
Contributions and Donations							Generation Schools has a strong fundraising track record and is committed to seeking additional resources for the school. Current multiyear funders: Ford Foundation and Carnegie Corporation.
Fundraising							
Erate Reimbursement							
Earnings on Investments							
Interest Income							
Food Service (Income from meals)							
Text Book							
OTHER							
TOTAL REVENUE FROM LOCAL and OTHER SOURCES							
TOTAL REVENUE	2,683,746	578,078	307,515	-	828,529	4,397,868	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
	No. of Positions						
Executive Management	1.00				140,000	140,000	Principal
Instructional Management	1.00				80,000	80,000	Assistant Principal of Instruction and Data
Deans, Directors & Coordinators	1.00				80,000	80,000	Intensives Director
CFO / Director of Finance	-						Generation Schools will fulfill CFO responsibilities as contracted services.
Operation / Business Manager	1.00				80,000	80,000	Principal in Residency (with additional support by Generation Schools)
Administrative Staff	1.00				45,000	45,000	
TOTAL ADMINISTRATIVE STAFF	5.00				425,000	425,000	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	14.00	840,000				840,000	Average teacher salary estimated at \$60K. Salary schedule is comparable to NYCDOE.
Teachers - SPED	4.00		240,000			240,000	Average teacher salary estimated at \$60K. Salary schedule is comparable to NYCDOE.
Substitute Teachers	2.00	40,000				40,000	Per sub: 200 days @ \$100/day. Also each classroom teacher is schedule to sub 1 class / month.
Teaching Assistants	-						
Specialty Teachers	10.00	600,000				600,000	5 add'l Studio Course teachers; 5 Intensive Course teachers.
Aides	3.00			60,000		60,000	

Section 4) Year 1 Budget & Assumptions

Budgets and Cash Flow

Therapists & Counselors	2.00	-	-	125,000	-	-	125,000	Social Worker @ \$80K; Family Advocate @ \$45K	
Other	3.00	-	-	60,000	-	-	60,000	Attendance Support and MSW Graduate Interns	
TOTAL INSTRUCTIONAL	38.00	1,480,000	240,000	245,000	-	-	1,965,000		
NON-INSTRUCTIONAL PERSONNEL COSTS									
Nurse	See Contracted	-	-	-	-	-	-	.5 FTE	
Librarian	-	-	-	-	-	-	-		
Custodian	-	-	-	-	-	-	-		
Security	-	-	-	-	-	-	-	NYCDOE Facility	
Other	1.00	-	-	-	-	60,000	60,000	Technology/IT Support	
TOTAL NON-INSTRUCTIONAL	1.00	-	-	-	-	60,000	60,000		
SUBTOTAL PERSONNEL SERVICE COSTS	44.00	1,480,000	240,000	245,000	-	485,000	2,450,000		
PAYROLL TAXES AND BENEFITS									
Payroll Taxes		110,160	18,360	14,153	-	37,103	179,775	7.65% (FICA)	
Fringe / Employee Benefits		216,000	36,000	27,750	-	72,750	352,500	15% (e.g. medical, dental, vision, UI, disability)	
Retirement / Pension		216,000	36,000	27,750	-	72,750	352,500	15%	
TOTAL PAYROLL TAXES AND BENEFITS		542,160	90,360	69,653	-	182,603	884,775		
TOTAL PERSONNEL SERVICE COSTS	44.00	2,022,160	330,360	314,653	-	667,603	3,334,775		
CONTRACTED SERVICES									
Accounting / Audit		-	-	-	-	15,000	15,000		
Legal		-	-	-	-	8,000	8,000		
Management Company Fee		100,000	75,000	-	25,000	100,000	300,000	Based upon 7% PPR. Will build to 10% PPR by year 5.	
Nurse Services		-	-	40,000	-	-	40,000	.5 FTE during year one. Expanded to fulltime year 2.	
Food Service / School Lunch		-	-	-	-	-	-	NYCDOE Facility	
Payroll Services		-	-	-	-	3,500	3,500		
Special Ed Services		-	60,000	-	-	-	60,000	Expanded special education team built into the fulltime faculty (Foundation Course teams)	
Titlement Services (i.e. Title I)		-	-	-	-	-	-		
Other Purchased / Professional / Consulting		-	-	-	-	-	-		
TOTAL CONTRACTED SERVICES		100,000	135,000	40,000	25,000	126,500	426,500		
SCHOOL OPERATIONS									
Board Expenses		-	-	-	-	-	-		
Classroom / Teaching Supplies & Materials		36,750	-	-	-	-	36,750	\$150 per student (245 students)	
Special Ed Supplies & Materials		-	12,250	-	-	-	12,250	\$255 additional per eligible student (49 students)	
Textbooks / Workbooks		24,500	-	-	-	-	24,500	\$100 per student (245 students)	
Supplies & Materials other		49,000	-	-	-	-	49,000	\$200 per student (245 students); arts, music, sci., sports supplies and equipment	
Equipment / Furniture		80,000	-	-	-	20,000	100,000	Photocopiers, faxes, servers, networking equipment, printers	
Telephone		-	-	-	-	-	-	NYCDOE Facility	
Technology		50,000	10,000	-	-	10,000	70,000	We will expand our Instructional Technology investment beginning year two with add'l PPR.	
Student Testing & Assessment		-	24,500	-	-	-	24,500	\$100 per student	
Field Trips		15,000	-	-	-	-	\$100 per	Intensive Course transportation	
Transportation (student)		30,000	-	-	-	-	30,000	Half-fare MetroCards for 180 days, plus full-fare MetroCards during 20-day expanded-year	
Student Services - other		-	-	-	-	-	-		
Office Expense		-	-	-	-	12,250	12,250	\$50 per student	
Staff Development		20,000	10,000	-	-	-	30,000	In addition to line item. Generation Schools contracted services includes extensive PD support	
Staff Recruitment		10,000	4,000	-	-	-	14,000	\$50 per student	
Student Recruitment / Marketing		4,000	4,000	-	-	-	8,000		
School Meals / Lunch		42,263	-	-	-	-	42,263		
Travel (Staff)		3,125	1,500	-	-	1,500	6,125	travel to trainings and conferences	
Fundraising		-	-	-	-	-	-	Included in contracted services from Generation Schools	
Other		-	-	-	-	-	-		
TOTAL SCHOOL OPERATIONS		364,638	66,250	-	-	43,750	459,638		
FACILITY OPERATION & MAINTENANCE									
Insurance		40,000	-	-	-	-	40,000		
Janitorial		-	-	-	-	-	-	NYCDOE Facility	
Building and Land Rent / Lease		-	-	-	-	-	-	NYCDOE Facility	
Repairs & Maintenance		-	-	-	-	-	-	NYCDOE Facility	
Equipment / Furniture		-	-	-	-	-	-	NYCDOE Facility	
Security		-	-	-	-	-	-	NYCDOE Facility	
Utilities		-	-	-	-	-	-	NYCDOE Facility	
TOTAL FACILITY OPERATION & MAINTENANCE		40,000	-	-	-	-	40,000		
DEPRECIATION & AMORTIZATION									
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		100,000	-	-	-	-	100,000		
TOTAL EXPENSES		2,626,798	531,610	354,653	25,000	837,853	4,360,913		
NET INCOME		56,948	46,468	(47,138)	(25,000)	(9,324)	36,955		

ENROLLMENT - *School Districts Are Linked To Above Entries*				
<small>New York City</small>	196	49	-	245
TOTAL ENROLLMENT	<u>196</u>	<u>49</u>	<u>-</u>	<u>245</u>
REVENUE PER PUPIL	<u>13,693</u>	<u>11,798</u>	<u>-</u>	<u>17,950</u>
EXPENSES PER PUPIL	<u>13,402</u>	<u>10,849</u>	<u>-</u>	<u>17,800</u>

Section 5) Year 1 Cash Flow

Budgets and Cash Flow

Other	-	-	-	-	-	-	-	-	-	-	-	-	-	60,000
TOTAL INSTRUCTIONAL	-	-	178,636	177,689	177,689	177,689	177,689	177,689	177,689	177,689	177,689	177,689	177,689	1,955,530
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	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
TOTAL NON-INSTRUCTIONAL	-	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
SUBTOTAL PERSONNEL SERVICE COSTS	-	16,667	221,212	220,265	220,265	220,265	220,265	220,265	220,265	220,265	220,265	220,265	220,265	2,440,530
PAYROLL TAXES AND BENEFITS														
Payroll Taxes	14,981	14,981	14,981	14,981	14,981	14,981	14,981	14,981	14,981	14,981	14,981	14,981	14,981	179,775
Fringe / Employee Benefits	29,375	29,375	29,375	29,375	29,375	29,375	29,375	29,375	29,375	29,375	29,375	29,375	29,375	352,500
Retirement / Pension	29,375	29,375	29,375	29,375	29,375	29,375	29,375	29,375	29,375	29,375	29,375	29,375	29,375	352,500
TOTAL PAYROLL TAXES AND BENEFITS	73,731	73,731	73,731	73,731	73,731	73,731	73,731	73,731	73,731	73,731	73,731	73,731	73,731	884,775
TOTAL PERSONNEL SERVICE COSTS	-	90,398	294,943	293,996	293,996	293,996	293,996	293,996	293,996	293,996	293,996	293,996	293,996	3,325,305
CONTRACTED SERVICES														
Accounting / Audit	-	-	-	7,500	-	-	-	-	-	-	-	-	-	7,500
Legal	2,667	-	-	-	2,667	-	-	-	-	-	-	2,667	-	8,000
Management Company Fee	-	50,000	-	50,000	-	50,000	-	50,000	-	50,000	-	50,000	-	300,000
Nurse Services	-	3,636	3,636	3,636	3,636	50,000	3,636	3,636	3,636	3,636	3,636	3,636	3,636	86,364
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	292	292	292	292	292	292	292	292	292	292	292	292	292	3,500
Special Ed Services	-	5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455	60,000
Titlment Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	2,958	59,383	9,383	66,883	12,049	105,746	9,383	59,383	9,383	59,383	12,049	66,883	472,864	
SCHOOL OPERATIONS														
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	10,000	10,000	-	4,188	-	4,188	-	4,188	-	4,188	-	4,188	-	36,750
Special Ed Supplies & Materials	3,000	3,000	-	1,563	-	1,563	-	1,563	-	1,563	-	1,563	-	12,250
Textbooks / Workbooks	8,000	8,000	-	-	2,125	-	2,125	-	2,125	-	2,125	-	2,125	24,500
Supplies & Materials other	4,083	4,083	4,083	4,083	4,083	4,083	4,083	4,083	4,083	4,083	4,083	4,083	4,083	49,000
Equipment / Furniture	50,000	-	-	-	-	25,000	-	-	-	-	-	25,000	-	100,000
Telephone	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology	20,000	20,000	-	-	7,500	-	7,500	-	7,500	-	7,500	-	7,500	70,000
Student Testing & Assessment	-	-	24,500	-	-	-	-	-	-	-	-	-	-	24,500
Field Trips	-	-	-	-	3,750	\$100 per	3,750	3,750	-	3,750	-	3,750	-	15,000
Transportation (student)	15,000	-	-	-	-	-	15,000	-	-	-	-	-	-	30,000
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	1,021	1,021	1,021	1,021	1,021	1,021	1,021	1,021	1,021	1,021	1,021	1,021	1,021	12,250
Staff Development	-	10,000	-	-	5,000	-	5,000	5,000	-	5,000	-	5,000	-	30,000
Staff Recruitment	-	-	-	-	3,000	-	3,000	4,000	4,000	-	-	-	-	14,000
Student Recruitment / Marketing	-	-	-	2,000	2,000	-	2,000	2,000	-	-	-	-	-	8,000
School Meals / Lunch	-	3,842	3,842	3,842	3,842	3,842	3,842	3,842	3,842	3,842	3,842	3,842	3,842	42,263
Travel (Staff)	2,000	625	-	-	500	-	500	1,000	-	1,500	-	1,500	-	6,125
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	113,104	60,571	33,446	16,696	32,821	39,696	47,821	30,446	22,571	49,946	18,571	8,946	474,638	
FACILITY OPERATION & MAINTENANCE														
Insurance	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	9,091	9,091	9,091	9,091	9,091	9,091	9,091	9,091	9,091	9,091	9,091	9,091	100,000
TOTAL EXPENSES	209,794	427,321	349,249	389,999	351,291	451,863	363,624	396,249	338,374	415,749	337,041	382,249	412,807	
NET INCOME	438,905	(427,321)	381,146	(338,999)	297,408	(370,167)	285,074	(287,714)	411,376	(415,749)	311,658	(300,553)	(14,939)	

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	438,905	(427,321)	381,146	(338,999)	297,408	(370,167)	285,074	(287,714)	411,376	(415,749)	311,658	(300,553)	(14,939)
Beginning Cash Balance	-	438,905	11,584	392,729	53,730	351,137	(19,029)	266,045	(21,670)	389,706	(26,043)	285,614	-
ENDING CASH BALANCE	438,905	11,584	392,729	53,730	351,137	(19,029)	266,045	(21,670)	389,706	(26,043)	285,614	(14,939)	(14,939)

New York Generation Charter School PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						DESCRIPTION OF ASSUMPTIONS	
*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.							
Total Revenue	4,397,868	7,221,798	7,704,249	7,704,249	7,704,249		
Total Expenses	4,371,075	7,120,017	7,591,603	7,594,344	7,595,930		
Net Income (Before Cash Flow Adjustments)	26,793	101,780	112,646	109,906	108,319		
Actual Student Enrollment	245	395	435	435	435		
Total Paid Student Enrollment	245	395	435	435	435		
	Year 1	Year 2	Year 3	Year 4	Year 5		
	2012	2013	2014	2015	2016		
	*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5						
REVENUE	Per Pupil Revenue Percentage Increase						
REVENUES FROM STATE SOURCES	0.0%	0.0%	0.0%	0.0%	0.0%		
Per Pupil Revenue	CY Per Pupil Rate					To be conservative in our assumptions, we are holding PPR revenues constant over the five years given the economic uncertainties at the local/state/federal levels. At the same time we are adding a 2% Cost of Living Adjustment to salary projections.	
New York City	13,527						
TOTAL Per Pupil Revenue (Avg. Districts Per Pupil Funding)	13,527						
Special Education Revenue	578,078	932,003	1,026,383	1,026,383	1,026,383	Based on 18% of enrollment @ 20-59% services daily; 2% of enrollment @ >60% services.	
Grants							
Stimulus	-	-	-	-	-		
DYCD (Department of Youth and Community Developmt.)	159,535	225,985	-	-	-	Startup grants \$51K lump sum years one and two, plus \$443 per pupil.	
Other	-	-	-	-	-		
Other	19,355	31,205	34,365	34,365	34,365	Per pupil: NYSTL \$58; NYSSL \$15; NYSLIB \$6	
TOTAL REVENUE FROM STATE SOURCES	4,071,083	6,532,358	6,944,993	6,944,993	6,944,993		
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs	-	162,583	179,047	179,047	179,047	IDEA \$1,295 per eligible pupil and IDEA-ARRA \$763 per eligible pupil	
Title I	257,250	414,750	456,750	456,750	456,750	75% of enrollment @ \$1400 per eligible student. Conservative est. for targeted neighborhood.	
Title Funding - Other	-	-	-	-	-		
School Food Service (Free Lunch)	69,535	112,107	123,460	123,460	123,460	25% free; 50% reduced-price subsidies with an 85% attendance rate assumption.	
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	We will apply but have chosen not to include in projection.	
Other	-	-	-	-	-		
Other	-	-	-	-	-		
TOTAL REVENUE FROM FEDERAL SOURCES	326,785	689,440	759,256	759,256	759,256		
LOCAL and OTHER REVENUE							
Contributions and Donations	-	-	-	-	-		
Fundraising	-	-	-	-	-		
Erate Reimbursement	-	-	-	-	-		
Earnings on Investments	-	-	-	-	-		
Interest Income	-	-	-	-	-		
Food Service (Income from meals)	-	-	-	-	-		
Text Book	-	-	-	-	-		
OTHER	-	-	-	-	-		
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-		
TOTAL REVENUE	4,397,868	7,221,798	7,704,249	7,704,249	7,704,249		
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS						COLA: Each year we have included a Cost of Living Adjustment of 2% to salaries.	
Executive Management	No. of Positions 1.00	140,000	142,800	145,656	148,569	151,541	Principal
Instructional Management	1.00	80,000	81,600	83,232	84,897	86,595	Assistant Principal of Instruction and Data

Section 6) 5-Yr Budget & Cash Flow Adj

Budgets and Cash Flow

Deans, Directors & Coordinators	1.00	80,000	81,600	83,232	84,897	86,595	Intensive Courses Director
CFO / Director of Finance	-	-	-	-	-	-	Generation Schools will fulfill CFO responsibilities as contracted services.
Operation / Business Manager	1.00	80,000	81,600	83,232	84,897	86,595	Principal in Residency (with add'l support provided by Generation Schools)
Administrative Staff	1.00	45,000	91,800	93,636	95,509	97,419	A second school secretary will be added in year two.
TOTAL ADMINISTRATIVE STAFF	5.00	425,000	479,400	488,988	498,768	508,743	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	14.00	840,000	1,346,400	1,468,800	1,498,176	1,528,140	Average teacher salary estimated at \$60K. Salary scale comparable to NYCDOE.
Teachers - SPED	4.00	240,000	367,200	374,544	382,035	389,676	By year three each grade level will have teams of 4 humanities and 4 math teachers
Substitute Teachers	2.00	40,000	61,200	102,000	104,040	106,121	Each team will also have 1 special education teacher
Teaching Assistants	-	-	-	-	-	-	Three subs scheduled after first year. Also each classroom teacher has sub 1 period per month.
Specialty Teachers	10.00	600,000	1,224,000	1,224,000	1,248,480	1,273,450	At full school: 14 Add'l Studio Course Teachers; 8 Intensive Course Teachers
Aides	3.00	60,000	60,000	100,000	100,000	100,000	Classroom support and cafeteria support (non-instructional)
Therapists & Counselors	2.00	125,000	205,000	205,000	285,000	290,700	At full school: 3 Social Workers; 2 Family Advocates
Other	3.00	60,000	61,200	62,424	63,672	64,946	Attendance Support and MSW Graduate Interns
TOTAL INSTRUCTIONAL	38.00	1,965,000	3,325,000	3,536,768	3,681,403	3,753,031	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	0.50	contracted	61,200	62,424	63,672	64,946	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	NYCDOE Facility
Security	-	-	-	-	-	-	
Other	1.00	60,000	60,000	61,200	62,424	63,672	1 fulltime Technology/IT Support to ensure success of blended learning.
TOTAL NON-INSTRUCTIONAL	1.50	60,000	121,200	123,624	126,096	128,618	
SUBTOTAL PERSONNEL SERVICE COSTS	44.50	2,450,000	3,925,600	4,149,380	4,306,268	4,390,393	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		179,775	290,945	304,849	316,599	322,778	7.65% (FICA)
Fringe / Employee Benefits		352,500	570,480	597,743	620,783	632,899	15% (e.g. medical, dental, vision, UI, disability)
Retirement / Pension		352,500	570,480	597,743	620,783	632,899	15% (retirement)
TOTAL PAYROLL TAXES AND BENEFITS		884,775	1,431,905	1,500,336	1,558,166	1,588,576	
TOTAL PERSONNEL SERVICE COSTS	44.50	3,334,775	5,357,505	5,649,716	5,864,434	5,978,969	
CONTRACTED SERVICES							
Accounting / Audit		15,000	16,500	18,150	19,965	21,962	
Legal		8,000	10,000	15,000	15,300	15,606	
Management Company Fee		300,000	650,000	700,000	700,000	700,000	
Nurse Services		40,000	-	-	-	-	Added as fulltime role by year 2.
Food Service / School Lunch							NYCDOE Facility Staff (food costs listed below)
Payroll Services		3,500	3,850	4,235	4,659	5,124	10% increase each year
Special Ed Services		49,000	79,000	87,000	87,000	87,000	Additional miscellaneous services. Estimated at \$1000 per IEP student.
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		-	-	-	-	-	
TOTAL CONTRACTED SERVICES		415,500	759,350	824,385	826,924	829,692	
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	-	
Classroom / Teaching Supplies & Materials		36,750	59,250	65,250	65,250	65,250	\$150 per student beginning year 2.
Special Ed Supplies & Materials		12,250	19,750	21,750	21,750	21,750	\$250 additional per eligible student beginning year 2.
Textbooks / Workbooks		24,500	39,500	43,500	43,500	43,500	\$100 per student beginning year 2.
Supplies & Materials other		49,000	79,000	87,000	87,000	87,000	\$200 per student: arts, music, sci., sports supplies and equipment
Equipment / Furniture		100,000	250,000	275,000	110,000	-	Photocopiers, faxes, servers, networking equipment, printers, furniture
Telephone		-	-	-	-	-	NYCDOE Facility
Technology		70,000	175,000	200,000	150,000	108,750	A significant annual investment to support blended learning. Ongoing @ \$250 per pupil.
Student Testing & Assessment		24,500	39,500	43,500	43,500	43,500	\$100 per student
Field Trips		15,000	20,000	20,000	20,000	20,000	Intensive Course transportation
Transportation (student)		30,000	40,000	50,000	50,000	50,000	Half-fare MetroCards for 180 days, plus full-fare MetroCards during 20-day expanded-year
Student Services - other		-	-	-	-	-	

Section 6) 5-Yr Budget & Cash Flow Adj

Budgets and Cash Flow

Office Expense	12,250	19,750	21,750	21,750	21,750	\$50 per student
Staff Development	30,000	40,000	50,000	50,000	50,000	In addition to line item. Generation Schools contracted services includes extensive PD support
Staff Recruitment	14,000	14,000	14,000	14,000	14,000	
Student Recruitment / Marketing	4,000	4,400	4,840	5,324	5,856	
School Meals / Lunch	42,263	68,138	75,038	75,038	75,038	
Travel (Staff)	6,125	9,875	10,875	10,875	10,875	\$25 per student
Fundraising	-	-	-	-	-	
Other	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	480,800	878,163	982,503	767,987	617,269	
FACILITY OPERATION & MAINTENANCE						
Insurance	40,000	50,000	60,000	60,000	60,000	
Janitorial	-	-	-	-	-	NYCDOE Facility
Building and Land Rent / Lease	-	-	-	-	-	NYCDOE Facility
Repairs & Maintenance	-	-	-	-	-	NYCDOE Facility
Equipment / Furniture	-	-	-	-	-	NYCDOE Facility
Security	-	-	-	-	-	NYCDOE Facility
Utilities	-	-	-	-	-	NYCDOE Facility
TOTAL FACILITY OPERATION & MAINTENANCE	40,000	50,000	60,000	60,000	60,000	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	100,000	75,000	75,000	75,000	110,000	
TOTAL EXPENSES	4,371,075	7,120,017	7,591,603	7,594,344	7,595,930	
NET INCOME	26,793	101,780	112,646	109,906	108,319	

ENROLLMENT - *School Districts Are Linked To Above Entries*					
New York City	245	395	435	435	435
TOTAL ENROLLMENT	245	395	435	435	435
REVENUE PER PUPIL	17,950	18,283	17,711	17,711	17,711
EXPENSES PER PUPIL	17,841	18,025	17,452	17,458	17,462

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	26,793	101,780	112,646	109,906	108,319
Beginning Cash Balance	-	26,793	128,573	241,219	351,125
ENDING CASH BALANCE	26,793	128,573	241,219	351,125	459,444



Dream bigger. Work harder. Care More.

March 29, 2011

Sally Bachofer
Assistant Commissioner
NYSED Office of Innovative School Models
89 Washington Avenue, Room 475 EBA
Albany, New York 12234

Dear Ms. Bachofer:

On behalf of the Board of Directors of Generation Schools, I am writing to express our enthusiasm for and commitment to the charter school described in this application.

Generation Schools is dedicated to creating exceptional public schools where every student, regardless of circumstance, can prepare fully for life's responsibilities, challenges and opportunities. Our vision is a network of highly successfully urban schools – a combination of charter and district schools – implementing scalable and sustainable models designed specifically to maximize student engagement and teaching effectiveness.

Four years ago we launched Brooklyn Generation School, a district school working within the constraints of the prevailing labor contract and standardized policies and practices of the broader system. It was the first school to open piloting key components of the model and the results have been extremely compelling. In addition to launching this new school, we have worked with "affiliate schools" - existing schools to help them adopt elements of the model including structural changes that enable them to use existing resources more effectively.

The proposed charter school will enable us to fully implement our award-winning school model. The expanded learning time and small core class sizes afforded by the model are designed to help all students thrive but have been particularly important to English language learners and students who enter behind grade level.

Including charters within our network is important not only because of the latitude it will allow to fully implement the model but also because doing so will yield another proof point within the charter movement of what is possible in public education. The charter movement has demonstrated resoundingly that all students can achieve. A Generation Schools charter school will demonstrate that this can be accomplished with existing resources.

The Generation Schools Board of Directors and staff are fully committed to the affiliation, the terms of the relationship laid out in the charter application and the enduring success of this charter school. It is central to our mission and we will do everything within our means to ensure its successful implementation so that all of our students achieve and thrive.

Respectfully,

A handwritten signature in black ink, appearing to read "Furman Brown".

Furman Brown
Founder, Board Member

A handwritten signature in black ink, appearing to read "Sharon Wurtzel".

Sharon Wurtzel
Chair, Generation Schools Board



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THE COUNCIL
OF
THE CITY OF NEW YORK

DIANA REYNA
COUNCIL MEMBER, 34TH DISTRICT

CHAIR
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COMMITTEES
COMMITTEE ON LAND USE
SUBCOMMITTEE ON ZONING AND
FRANCHISES
COMMITTEE ON ECONOMIC
DEVELOPMENT
COMMITTEE ON FINANCE
COMMITTEE ON COMMUNITY
DEVELOPMENT

March 31, 2011

Office of Innovative School Models
NYSED – 475 EBA
89 Washington Avenue
Albany, NY 12234

Dear Sir or Madam:

It is my pleasure to write this letter in support of the New York Generation Charter School's (NYGCS) application to the New York State Department of Education. I am an advocate for quality public schools, ensuring that English language learners (ELL students) and families throughout my community have options that best represent and serve their needs. It is imperative that we create opportunities and target ELL students in middle schools who lack the skills and language support to achieve their dreams.

The New York Generation Charter School's core is designed to meet the needs of these specific ELL constituents – the planning team has strong expertise as educators working with similar populations and has deep roots throughout neighborhoods across the five boroughs. As you're aware, ELL students face the challenging task of mastering a new language while also learning subject-area content. NYGCS has pledged to collaborate and engage residents through programs to facilitate this process through fostering relationships with residents, community groups, school administrators and students.

Moving forward, as the planning team works through the application process, approval and citing procedures – I look forward to working with the school team and the community – spreading the word and supporting student recruitment.

I respectfully request that you give NYGCS's proposal your full consideration and strongly support their application, as they will facilitate community-wide improvement and development. If you have any questions, please do not hesitate to connect with me or my Chief of Staff, Antonio Reynoso, or Deputy Chief of Staff, Bennett Baruch at 718-963-3141.

Thank you,

Diana Reyna
Council Member, 34th District
Brooklyn / Queens



St.Nicks Alliance

Where Opportunity Grows

March 30, 2011

To Whom It May Concern:

I am happy to write a letter of support for the New York Generation Charter School (NYGCS) application to New York State Education Department.

The St. Nicks Alliance is a nonprofit, nonsectarian community-based organization founded in 1975 with a mission to serve as a catalyst to improve the quality of life of Williamsburg-Greenpoint residents by addressing economic, educational, health, housing and social needs while preserving the vibrant and diverse character of the entire community, particularly for low- and moderate-income residents.

At St. Nick's we offer for after school programming for students district and charter schools in Community School District 14. I support New York Generation Charter School because it is designed to meet the needs of a high need population of English language learners in middle school by providing: a) effective teachers with much more time with far fewer students; b) students with opportunities to move at their own pace, especially as they are catching up; c) experiences that extend learning beyond conventional classrooms and connect learning to life, so students can dream bigger, work harder, and care more. New York Generation Charter School's (NYGCS) mission is to prepare generations of learners for life's responsibilities, challenges, and opportunities. NYGCS builds on Generation Schools' proven, innovative and effective model that provides all students with the time and support they need to achieve.

I support NYGCS also because of the capacity of the school to work closely with the community. The supporting partner organization named Generation Schools has extensive experience creating and supporting schools to build on their success engaging organizations meaningfully to support the development of our community.

The Foundation, Studio and Intensive courses focus on the academic and social needs through individualized support for students with smaller class sizes and team-taught classes.

I look forward to welcoming NYGCS to the neighborhood.

If you have any further questions please do not hesitate to call me.

Sincerely,



Michael Rochford
Executive Director

Board of Directors

Joseph K. Robles, *President*
Paul Pallotta, *Vice President*
Nancy Zapata, *2nd Vice President*
John D'Arienzo, *Treasurer*
Yolanda Morel, *Secretary*

Ed Brittenham
Elissa Casado
Miguelina Duran
John Gangone
Audrey Govine
Reverend Kenneth J. Grande
Raymond Henger
Lydia Morris
Benjamin Robles Sr.
Martha Suarez
Pastor Philip J. Waldvogel
Theresa Womble

Michael F. Rochford
Executive Director

To Whom It May Concern:

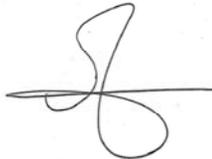
On behalf of Opportunities for a Better Tomorrow, I am writing to express our support of the New York Generation Charter School application to the New York State Education Department.

The New York Generation Charter School (NYGCS) is dedicated to creating an exceptional public school where every student, regardless of circumstance, can prepare fully for life's responsibilities, challenges and opportunities.

NYGCS is designed around the needs of middle school students and especially English Language Learners (ELLs) and Students with Disabilities (SwDs), providing: a) effective teachers much more time with far fewer students; b) students opportunities to move at their own pace, especially as they are catching up; c) experiences that extend learning beyond conventional classrooms and connect learning to life, so students can dream bigger, work harder, and care more. Of course, these are the same structures that benefit *all* students, and NYGCS will be an inclusive school, providing opportunities for a broad range of students to achieve.

I look forward to supporting this innovative, well-planned and remarkably promising charter to launch.

Yours in Service,



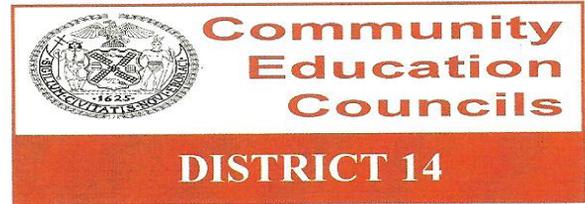
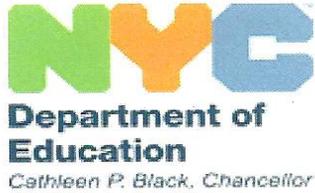
Evelyn I. Ortiz
Director of Public Relations &
Strategic Partnership

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Tesa Wilson
President

Ramon Peguero
First Vice President

Christopher Laukam
Second Vice President

Celina D. Deonarine
Recording Secretary

Council Members:
Mario Aguila
Maureen Dantzer
Elaine B. Manatu

March 31, 2011

To Whom It May Concern:

As President of Community Education Council for District 14, I am delighted to support the application for the New York Generation Charter School to the N.Y.S. Education Department.

I have intimate knowledge of our district and can affirm that there is great need for middle school students that are English Language Learners that New York Generation Charter School can meet. The school's mission to provide ELL's with smaller class size in core courses, opportunities to move at their own pace (as they are catching up), and expanded learning time will ensure student achievement. I'm also impressed by NYGCS's commitment to provide professional development to teachers, engaging instruction, accountability and community development.

In conclusion, as President of the Community Education Council of District 14, I am fully committed to the success of our students and working in collaboration with NYGCS to provide them with the time and support they need to achieve.

Thank you for your consideration as I look forward to working with New York Generation Charter School.

Sincerely,

A handwritten signature in black ink, appearing to read 'Tesa Wilson'.

Tesa Wilson, President
Community Education Council
For District 14