

# 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:*

## BROOKLYN URBAN GARDEN CHARTER SCHOOL

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<b>Charter School Proposal Information</b>	
Proposed District or CSD of Location:	15
Total Projected Grade Levels For 5 Year Charter Term:	6, 7, 8
Total Projected Grade Levels at Full Growth:	6, 7, 8
Total Projected Maximum Enrollment For 5 Year Charter Term:	300 Students
Total Projected Maximum Enrollment at Full Growth:	300 Students

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## I. EDUCATION PLAN

### Key Elements:

**Education for Sustainability** - The Brooklyn Urban Garden Charter School (BUGS) will be a vibrant learning community dedicated to the stewardship of the environment and the interdisciplinary study of the science of sustainability. Through explorations of real-world problems and challenges, BUGS graduates will gain a deep knowledge of the core academic subjects, the problem-solving and critical thinking skills to succeed in high school, college, and the future workforce, and the ability to collaborate with others in an increasingly global society. BUGS students will study both the local and global environment. The school building will grow to function as a key learning context for students, as it will be an interactive, living laboratory of environmentally sustainable practices. Students at BUGS will learn about plant life cycles in the edible garden they will plan and grow, investigate wildlife resources in the habitat they will create on our grounds, implement compost and water harvesting systems to improve the sustainability of their gardens and understand the beneficial impact of the “green” resources they develop and maintain on their school community and city community at large. Our proposed location of District 15 in Brooklyn presents many opportunities for ongoing projects and field work in settings such as the Brooklyn Botanic Gardens, Prospect Park, the Gowanus Canal, the Brooklyn Waterfront and Jamaica Bay. We will also attempt to bring our students out of the city to rural locations when possible.<sup>1</sup> We will collaborate with Brooklyn College (BC) faculty who are working to implement the recommendations of its Task Force on City-Based and Sustainability Education and are developing a National Aeronautics and Space Administration (NASA) climate change proposal to create educational materials on climate change and urban farming. BC Professor Rebecca Boger, who studies water and health issues with middle and high schools in Nigeria, has also proposed connecting BUGS with this project.

BUGS’ curriculum is designed to ensure that all students actively participate in and successfully master the middle school Common Core Curriculum based on New York State Common Core Learning Standards (NYSCCLS). We will build on the *Environment as an Integrating Context (EIC) Model*<sup>TM</sup> for improving student learning developed by the State Education and Environment Roundtable (SEER).<sup>2</sup> The EIC<sup>TM</sup> model includes an interdisciplinary study of the environment, hands-on and project-based activities, and individualization for students. We will build on this model through the Education for Sustainability framework (EfS) developed by The Cloud Institute for Sustainability Education. This framework expands the concept of environmental understanding to that of sustainability, which enhances the social studies as well as the science curriculum. The EfS curriculum will form the focal point around which learning in the core courses occurs. Students will study the environment within the context of human influences, including economics, culture, political structure, and social equity, as well as natural processes and systems from traditional science.

**Rigorous and Engaging Academic Program** - In the first charter term we will provide a rigorous academic program that will prepare students for success on the state exams in English Language Arts (ELA), math and science while we build our interdisciplinary sustainability curriculum with a stable core faculty. The sustainability curriculum will incorporate a project-oriented approach that will tie together elements from the four core subjects in a real-world, inquiry-based fashion. A project-oriented approach is particularly well suited to the middle school child, as well as to English Language Learners (ELL) and students with certain learning disabilities.<sup>3</sup> As students move through middle school, their curiosity and

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<sup>1</sup> Such as Lincoln’s Loft, an environmental program in Stockbridge, MA that has expressed interest in partnering with us.

<sup>2</sup> Lieberman, G., Hoody, L. (1998). *Closing the achievement gap: using the environment as an integrating context for learning*. State Education and Environment Roundtable.

<sup>3</sup> [www.seer.org/pages/eic.html](http://www.seer.org/pages/eic.html). *This We Believe: Keys to Educating Young Adolescents*. NMSA, Westerville, OH, Blumenfeld, P., Soloway, E., Marx, R., Krajcik, J., Guzdial, M., & Palincsar, A. (1991). Motivating project-based learning: Sustaining the doing, supporting the learning. *Educational Psychologist*, 26(3, 4), 369–398. Boaler, J. (2002). Learning from teaching: Exploring the relationship between reform curriculum and equity. *Journal for Research in Mathematics Education*, 33(4), 239–258. Cognition and Technology Group at Vanderbilt. (1992). The Jasper Series as an example of anchored instruction: Theory,

interest in the larger community and social issues increases dramatically. They begin to seek role models beyond their families as they develop their sense of self and an understanding of how they relate to and affect the world around them. The BUGS curriculum will foster collaboration and provide strong examples and models of expected performance. It will provide a developmentally appropriate learning environment that supports the intellectual and social growth of young adolescents. Students will also develop a sense of their rights and responsibilities as citizens, and gain the skills necessary for citizenship in the 21st century.

**Data Driven Climate:** BUGS will be a data-driven decision-making school where a variety of data are regularly collected, analyzed, and used every six to eight weeks to increase student achievement, analyze instructional efficacy, and maintain a respectful, trusting culture. Assessment will consist of diagnostic, formative, and summative assessments, and comprehensive performance assessments that require the integration of content knowledge and skills, and critical and creative thinking in an authentic task.

**Serving Students with Special Needs:** BUGS will ensure that ELL students and those with Individual Educational Plans (IEPs) have the additional resources they need to thrive in the most challenging and least restrictive classes possible. We will ensure that students receive all mandated accommodations to enable them to meet and exceed State standards. In consultation with the Cooke Center for Learning and Development, the largest private special education provider in New York City, we will develop a cutting-edge inclusion program that will incorporate students with disabilities into the fabric of the school to the greatest extent possible. For ELL students, we will utilize the Sheltered Instruction Observation Protocol (SIOP) model, which pairs language objectives with learning objectives to fully integrate these students as well. We are also developing relationships with local community-based organizations, such as the Center for Family Life, Asian Americans for Equality, the Arab Association of New York, and the New Americans Welcome Center at the Prospect Park YMCA, in order to provide social services and outreach to the Latino, Asian, Arab, and other immigrant communities within the District.

**Technology Infusion:** BUGS will utilize the range of technological tools available – from Smartboards to iPads to educational software - to prepare students to construct their knowledge base. Students will learn how this iterative process is supported by proper data management, mathematical analysis, and technical writing. Students will create digital artifacts that can be used to model, problem solve, and create experiential tasks. Acquired skills will include organizing sets of data and primary documentation, creating visual representations of data, analyzing this data through queries, and writing coherent presentations that synthesize these findings. Students will use technology to become producers of information rather than simply consumers. These practices will be used as a means to promote visual, media, informational, and technological literacy in order to prepare students for inclusion in the technological world. BUGS has adapted a technology competency framework from the International Society for Technology in Education that will infuse our curriculum and will ensure that our graduates are prepared for the technological rigors of high school, college and work in the 21<sup>st</sup> century.<sup>4</sup>

## **I. A. Curriculum and Instruction**

**Curriculum Alignment** - The BUGS curriculum is designed using the key concepts and performance indicators for the core curricular areas from the NYSCCLS in English Language Arts and Math, especially the new Standards for Literacy in History/Social Studies, Science, and Technical Subjects, as well as New York State Learning Standards for all other subject areas. During our planning year, and in consultation with select board members and the Cloud Institute, the Principal will develop a curriculum

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program description, and assessment data. *Educational Psychologist*, 27(3), 291–315. Marx, R. W., Blumenfeld, P. C., Krajcik, J. S., & Soloway, E. (1997). Enacting project-based science: Challenges for practice and policy. *Elementary School Journal*, 97(4) 341–358. Thomas, J. W. (2000). *A review of research on project-based learning*. San Rafael, CA: Autodesk Foundation.

<sup>4</sup> [http://www.p21.org/index.php?option=com\\_content&task=view&id=254&Itemid=119](http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=119)

crosswalk, scope and sequence charts, and curriculum maps with pacing charts as well select curricular materials that are aligned with these standards. The curriculum will be developed using the Understanding by Design framework (UbD), developed by Wiggins and McTighe. Prior to our inaugural year, the curriculum will be completely fleshed out for 6th grade, and a scope and sequence developed for 7th and 8th grades. During the summer after our inaugural year, we will analyze student achievement and relevant program data from our first year to review, refine, revise, and expand the curriculum.

The primary focus of BUGS is on the development of skills and building of knowledge in the core academic areas, progressing beyond the basic skills to more advanced levels. Research has demonstrated that an integrated curriculum improves student motivation and student effort, and leads to deeper conceptual knowledge<sup>5</sup> than traditional separate subject instruction. For this reason, BUGS will use the instructional strategy of curriculum integration, in which students acquire, apply, and integrate core knowledge and skills in all areas within interdisciplinary projects. We will work with the Cloud Institute to develop overarching essential questions for each year, which will be used to guide teacher planning. Cloud will help us to develop sustainability themes, units and learning projects that will be integrated into all core subjects, especially into science and social studies. All projects at BUGS will require extensive reading, writing, listening, speaking, and research. Students' written and spoken communication will be related to class or individual projects and will be processed through small group or class discussions. They will also develop their oral communication skills by interviewing, making presentations, questioning experts in the field, and dramatizing.

***Curriculum Planning and Support*** - Curriculum at BUGS will be research-based and data-driven. Whether it is created in-house or selected from available curricula and frameworks, it will support the mission of BUGS and the learning, language, and developmental needs of our student population. Using the UbD framework, we will clarify learning goals, develop formative, diagnostic, and summative assessments, craft effective and engaging learning activities, and align curriculum and assessment with the NYSCCLS. During the Summer Professional Development Institute prior to our inaugural year, teachers will refine the 6th grade core curriculum maps and begin to plan lessons and activities for the first six weeks of school. Our Sustainability Coordinator<sup>6</sup> will work with the Principal to guide the faculty in the interdisciplinary integration of the themes developed with Cloud.

During our inaugural year, we will appoint a curriculum committee that will include the Principal, the Special Education, ELL and Sustainability Coordinators and several teaching faculty. They will select, develop, and align the curriculum for the following two years. The current curriculum will be reviewed and assessed for efficacy based on Year 1 students' performance assessment data, teacher feedback, and reflection on professional development. We will attend to vertical alignment, student results, and comprehensiveness of instruction to inform changes in the curriculum. Each year during the summer, we will implement the same process of reviewing and revising curriculum, instruction, and assessment in order to plan for the coming academic year.

While teachers will have a curriculum map in core subjects to guide them throughout the year, student assessment data will be used to ensure that students are progressing towards expected targets related to state exams. Teachers will use assessment data gathered from regular six-to-eight-week interim assessment cycles and other comprehensive assessments to inform instruction and student grouping and for making adjustments at regular intervals throughout the year.

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<sup>5</sup> Wiggins, G., McTighe, J. (2005). *Understanding by Design*. Alexandria, VA

<sup>6</sup> Initially this will be the 6<sup>th</sup> grade science teacher. As we add staff each year, we will designate one of the three science teachers to be the Sustainability Coordinator.

**Data-driven Decision Making:** To help make reflection and inquiry central to BUGS' approach to continuous learning for all students, we will collect, analyze, and disaggregate multiple forms of data, including student assessment data, student demographic data, program data, and other sources of data such as student work and classroom walk-throughs. We will support and train faculty in analyzing and using data to diagnose student learning, make decisions about instruction, guide their work, and set instructional goals. Additionally, we will share program data with families and other stakeholders and communicate on the progress of their children. At least five full days of professional development throughout the school year will be dedicated to analyzing and using student, school, and program data to inform decisions about curriculum and instruction, as well as other school-based programs/policies such as advisory and discipline. These professional development days will be scheduled after assessments have been administered so that faculty can review and act upon the data expeditiously.

**Curriculum, Instruction, and Assessment:** The Principal and our Sustainability Coordinator will implement the EfS curriculum with guidance from the Cloud Institute. In the sixth grade, we will introduce three EfS themes: 1) Natural Laws and Ecological Principles; 2) The Dynamics of Systems and Change; and 3) Responsible Local and Global Citizenship. The learning activities, assessments, and performance indicators for these areas of study will tie directly into the core curriculum in science and social studies, and will also enhance the curriculum in mathematics and English language arts. Our sixth grade students will begin to understand the interplay of environmental and human social systems in greater depth through investigations of local environmental systems, problems, and issues. In seventh and eighth grades, we will introduce three more themes respectively, thereby deepening students' engagement and understanding of the science of sustainability, and incrementally strengthening our faculty's skill and practice in this dynamic field through ongoing professional development from Cloud.

BUGS' use of an integrated curriculum will support students' development of deep mastery of core academic subjects while also integrating 21st-century skills into these academic subject areas. Our students will develop a range of functional and critical thinking skills, as well as learning and innovation skills. These skills include: 1) creativity and innovation; 2) critical thinking and problem solving; 3) communication and collaboration; 4) information literacy; 5) media literacy; and 6) technology literacy. Curriculum-based assessments and performance tasks will test the ability to apply knowledge and skills in authentic situations, using rigorous performance based standards. The goal of the sustainability curriculum at BUGS is to challenge our students to sharpen and apply their critical thinking skills to solve real-world problems and to create a model sustainable community of the school itself. BUGS' sustainability learning projects will be designed to require high academic achievement, critical thinking skills, effective collaboration, and personal development. These projects will also be aligned with the NYS Science and Social Studies Standards. BUGS' sustainability-focused learning projects will be designed to require high academic achievement, critical thinking skills, effective, collaboration, and personal development.

**English Language Arts:** BUGS will use a Balanced Literacy approach to English Language Arts (ELA). Balanced Literacy is a model of literacy instruction implemented through a variety of flexible components that address each of the domains of literacy and language development. The model incorporates the best practices in literacy instruction such as readers and writers workshop, strategic small group instruction, phonics and word study, shared reading and interactive writing. We will contract with Teacher's College to fully implement their Readers' and Writers' Workshop curriculum and professional development program. Utilizing their newly developed crosswalks,<sup>7</sup> we will identify any gaps will pull resources from other successful balanced literacy models when necessary to support teachers and students.

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<sup>7</sup> <http://tc.readingandwritingproject.com/resources/common-core-standards/units-of-study-and-the-ccs>

For all 6th grade students who are significantly below grade level in reading and writing, BUGS administrators and teachers will work to support these students using our Response to Intervention (RtI) framework. We will establish a three-tiered system of intervention - Tier 1 modifications to instruction at the classroom level; Tier 2 additional small group interventions outside of the classroom; and Tier 3 referral to CSE with more individualized interventions for students requiring this level of support. Teachers will also provide small group or one-on-one tutorials after school for students in need of short-term support. For students who are significantly behind in phonics, fluency, and/or comprehension, we will use the Wilson Reading System (WRS) intervention materials. Assessment will be through the Wilson Assessment of Decoding and Encoding (WADE), a criterion-referenced assessment that can be used for pre and post testing purposes, as well as a placement and pacing guide. We will also use the Fountas and Pinnell Benchmark Assessment System, leveled readers and interventions for reading accuracy and comprehension. We will frequently monitor and assess the progress of these students through the Fountas and Pinnell assessments, review of student work, and interim assessments. These strategies will continue to be utilized for all students as they progress through the 7<sup>th</sup> and 8<sup>th</sup> grade years.

*Instructional Strategies for ELA* - BUGS students acquire all the skills of language arts - reading, writing, speaking, and listening in a language-rich environment. They receive direct instruction in phonics, grammar, vocabulary, fluency, and comprehension skills as well as in expository and creative writing. The interrelatedness of reading and writing is stressed in an integrated approach where reading and writing occur across the curriculum in thematic units, literature circles, and project work. In writing, students learn to do the work of writers by collecting, drafting, revising, editing, and publishing well-crafted narrative and expository texts. Students are given time to write in all content area classes, applying acquired skills and strategies to all writing projects. Based on the types of critical-thinking tasks found on the state ELA exams, the assessment coordinator will help teachers devise at least one written response task per unit to be scored using common rubrics aligned with the state exams. Students will also develop oral skills through conversations with their peers, small and large group discussions, and presentations, and the many opportunities they have to discuss and defend their ideas with their peers, their teachers, and members of the BUGS community. Oral presentations, multi-media presentations, and presentations of research projects form an important part of the comprehensive assessment for the 6th grade.

**Mathematics:** The mathematics curriculum at BUGS supports both the process and content strands of the New York State Common Core Learning Standards. BUGS will use *Connected Mathematics Program 2*, which utilizes a problem-based approach to mathematics teaching and learning. The program uses big mathematical ideas around which the curriculum is built, and classroom instruction that focuses on inquiry and investigation of mathematical ideas embedded in rich problem situations. BUGS students will spend their time exploring interesting mathematical situations, reflecting on methods for finding solutions, examining why the methods work, comparing methods, and relating methods to those used in previous situations. Through this deep engagement with mathematics, they will build a robust understanding of mathematical concepts and related procedures. Where possible, we will provide authentic opportunities to apply these concepts by, for example, calculating the number of cubic feet of soil needed to fill a particular garden plot, the number of bricks needed to edge the plot, and the amount of liquid fertilizer needed in proportion to the amount of soil.

Math will be assessed in the beginning of the school year and for ongoing progress using the STAR MATH computer adaptive diagnostic math assessment. This will be supplemented with six to eight week cycles of curriculum-based assessments from CMP2. These assessments will aid us in the identification of students who need support in math during our daily academic intervention block and in after school tutorials (small group or individual, as needed). Student progress will be closely monitored through ongoing assessments with flexible groups formed as needed.



*Instructional Strategies in Math* - Problem-centered teaching opens the mathematics classroom to exploring, conjecturing, reasoning, and communicating. The CMP2 Connected Mathematics materials are organized around an instructional model that supports this kind of teaching. This model is very different from the “transmission” model in which teachers tell students facts and demonstrate procedures and then students memorize the facts and practice the procedures. The CMP model looks at instruction in three phases: launching, exploring, and summarizing.

In the **launch** phase, the teacher launches the problem with the whole class. This involves helping students understand the problem, the mathematical context, and the challenge. The launch phase is also the time when the teacher introduces new ideas, clarifies definitions, reviews old concepts, and connects the problem to past experiences of the students. During the **explore** phase, students work individually, in pairs, in small groups, or occasionally as a whole class to solve the problem. Students gather data, share ideas, look for patterns, make conjectures, and develop problem-solving strategies. The teacher’s role during this phase is to move about the classroom, observe individual performance and encourage on-task behavior. For students who are ready for deeper investigation, there are extra questions related to the problem. Both deeper exploration and some of remediation will be aided by Web-enabled software that supports individual student inquiry while freeing up the teacher to focus on individual instructional needs in the class. During the **summary** phase the teacher guides the students to reach the mathematical goals of the problem and to connect new understanding to prior mathematical goals and problems in the unit.

**Exit Standards for ELA and Mathematics**

Student performance will be evaluated in accordance with the New York State Common Core Learning Standards. The following table provides a description of sample exit standards for English Language Arts and Mathematics in two non-consecutive grades: six and eight.

<b>Table 2 – Exit Standards for ELA and Mathematics</b>	
<b>English Language Arts</b>	
<i>Common Core Curriculum Standard: Reading Informational Text: #10 Range of Reading and Level of Text Complexity</i>	<i>Sample Exit Standard</i>
<b>Grade 6:</b> By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of grade 6, 85% of BUGS’ students will be able to read and comprehend grade-level literary non-fiction texts at Level W as measured by the Fountas and Pinnell benchmark assessment system.
<b>Grade 8:</b> By the end of the year, read and comprehend literary non-fiction at the high end of the grades 6–8 text complexity band independently and proficiently.	By the end of grade 8, 85% of BUGS’ students will be able to read and comprehend grade-level literary nonfiction texts independently at Level Z as measured by the Fountas and Pinnell benchmark assessment system.
<b>Mathematics</b>	
<i>Common Core Curriculum Mathematics Standard:</i>	<i>Sample Exit Standard</i>
<b>Grade 6RP #3a.</b> Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	By the end of grade 6, 85% of BUGS’ students will be able to demonstrate mastery of equivalent ratios by filling in a table of equivalent ratios and using said table to compare ratios on the CMP2 unit test at 100% mastery level.
<b>Grade 8SP #1:</b> Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	By the end of grade 8, 85% of BUGS’ students will be able to demonstrate independent mastery of bivariate data analysis on—including but not limited to, scatter plot analysis, cross-tabulation and basic statistical inference - on the CMP2 unit test at the 100% mastery level.

**Science:** BUGS will utilize the EfS curriculum to engage students’ curiosity and spark a deep interest in science. Projects and experiments are selected to ensure relevance to students’ lives, via messy, fun, applied problem solving. The greening of the school building and grounds, and the incorporation of environmentally oriented fieldwork into the curriculum will provide ample opportunities for such hands-on projects that will engage the students and enable them to draw connections between often abstract scientific concepts. The starting point for instruction in science is the New York State Learning Standards

in Science. Learning science is a process of acculturation,<sup>8</sup> and therefore, students are taught the language and the activities of the world of science. Graphs are constructed and interpreted, as are diagrams and tables. The importance of measurement and counting is emphasized. Teachers lead students to formulate hypotheses, examine influential variables, propose controls and articulate other elements of the scientific method in hands-on experiences which support careful observation and experimentation and provide opportunities for follow-up with individual experimental projects. In these projects, research skills such as hypothesis formation, hypothesis testing, experimental design, control of variables, data gathering, organization and graphing, and report writing are taught. BUGS will provide a meaningful, dynamic context to apply and develop these discrete skills via long-term projects, such as gardening, composting, and designing rainwater collection systems and school-wide uses for solar technology. The goal is not only for students to become conversant in the language of science, but to become passionate about it.

Technology will also help support our science curriculum through the use of Web and inquiry-based software programs that integrate into the life, physical, and earth science themes of the NYS Core Curriculum for Science. Over the course of the first charter term, we will seek out science-based software that requires individual and paired work while being guided through evidence and information exercises that provide content, notes, hints, and discussion tools that encourage students to reflect and collaborate. In addition, students will engage in data visualizations, causal modeling, simulations and ongoing formative assessments. They will also utilize technology to collaborate and critique each other's work via the most rigorous scientific assessment: the question of whether results can be replicated.

**Social Studies:** Instruction in social studies will be based on the NY State Learning Standards for Social Studies and will incorporate the eight dimensions of teaching and learning as outlined in the NY State Standards. Critical thinking and writing will be emphasized throughout students' investigations of social studies themes and topics. Social Studies units will be enhanced by the integration of EfS curriculum as students look at issues of sustainability from a wide range of social, political, geographic, economic, and historical perspectives. Students will use the tools of the social scientist in pursuing these topics and projects. They will ask and answer analytical questions, consult multiple databases, and organize information from a wide variety of primary sources to conduct, synthesize, and analyze research. They will take and defend positions on past and contemporary issues and controversial events by evaluating evidence and formulating rational conclusions based on evidence and data. Research topics are selected to integrate with the EfS curriculum, to be relevant to students' lives and to build on their interests. Students will be assessed in Social Studies every six to eight weeks using a mix of curriculum-based and performance-based assessments that require them to demonstrate their knowledge and understanding of the major topics of the New York State Social Studies curriculum.

**Supporting Students with Learning Disabilities:** For students with learning disabilities or severe deficits in academic skills in reading, writing, and mathematics, the challenges of adolescence can be severe. Many of these students will be "passive learners," have low self-esteem, social and behavior problems, lack of motivation, and have inadequate work-related skills on top of their learning difficulties. The Cooke Center for Learning and Development will consult and collaborate with us to create an integrated, developmentally appropriate academic program that will ensure that the social, emotional, and academic needs of special education students are met throughout all learning contexts and environments in the school. BUGS Principal and the Special Education Coordinator will implement instructional planning along with special and general education teachers, the Technology Coordinator,<sup>9</sup> and clinical support staff, so that barriers to student learning are removed. Students' clinical needs will be addressed through regular classroom instruction and the use of innovative classroom technologies. We will work with Cooke to select the most appropriate and effective adolescent literacy and mathematics intervention

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<sup>8</sup> Lemke, J.L., (1990) *Talking Science*. Westport CT. Ablex Publishing

<sup>9</sup> A member of the instructional staff.

programs to address the specific learning needs of our struggling students, especially those with learning disabilities. BUGS will use research-based instructional approaches that are effective with adolescents who need intensive support in academic skills, including basic skills instruction, tutorial instruction, and collaboration between and among the core content area teachers and the instructional support staff working with the student. The table below demonstrates our approach to serving students with learning disabilities.

<b>Table 3 - BUGS' SUPPORT FOR STUDENTS WITH LEARNING DISABILITIES</b>	
<b><i>Transition Planning</i></b>	To help all our students successfully navigate the transition into middle school, each incoming 6 <sup>th</sup> grade student with an IEP or who functions below grade level proficiency in ELA and/or math will have a transition plan. The transition plan will include current levels of performance in the core content areas; a baseline assessment, an intervention plan with targeted student learning goals aimed towards meeting grade level proficiency.
<b><i>Fluid Grouping</i></b>	Students with disabilities will only be grouped together where necessary to meet their specific academic needs and their IEP goals and requirements. Where possible, students with IEPs will not automatically travel as a group. We intend to maintain at least one Collaborative Team Teaching (CTT) classroom per grade. A learning specialist on staff will provide small group instruction, as well as individual pull-out and push-in services for students with designated Resource Room time on their IEPs. The learning specialist will also provide pre-referral interventions as needed for students suspected of having disabilities.
<b><i>Integrated Planning Model</i></b>	To the greatest extent possible, related service providers will be integrated into the school so that the pull-out model is avoided unless specifically required by a student's IEP. Where possible, related service providers will be included in instructional planning for all their students.
<b><i>Intensive instruction in reading, writing &amp;/or math</i></b>	All students who are achieving below grade level in ELA and mathematics will receive basic skills instruction that focuses on improving abilities in reading and mathematics through one hour of intervention four days a week, and an additional half hour for the fifth day, in reading, writing and/or math support, and through after-school tutorials. These sessions will also address issues of study skills, organization, and time management as needed.
<b><i>Discipline and behavior supports</i></b>	BUGS will create a safe, welcoming, and respectful school climate that supports equity and access for all learners. As discussed more fully in Section IE below, we will work with Educators for Social Responsibility (ESR) to receive support and services to implement a school-wide discipline and behavioral program that emphasizes a problem-solving framework for interventions for all students, including students with disabilities. For student with IEPs that include a Behavior Intervention Plan (BIP), BUGS ensures that all requirements are fully implemented and will conduct a Functional Behavioral Assessment of students with disabilities where warranted.
<b><i>Student Support Team (SST)</i></b>	The Principal, the Special Education Coordinator, the Social Worker, the Learning Specialist and the Special Education teacher will make up the SST, which will work collectively to make instructional and behavioral decisions to best support Special Education and ELL students. The Student Support Team will meet weekly and will monitor the performance and behavior of students who are ELL, who have IEPs and 504 plans, and who are suspected of having disabilities. For those suspected of having disabilities, the SST will develop and track pre-referral interventions for an appropriate length of time and will refer to the CSE where necessary. That information is brought to weekly team meetings and discussed with other data from assessments. When necessary, we will consult with the Cooke Center to develop interventions for specific students.

**Program for ELL Students** - BUGS will bring ELL students to proficiency in English using a structured immersion model tailored to the needs of each learner. ELL students will be taught the same curriculum as English-speaking students and will be expected to achieve the same high standards. They will have full access to all of the programs and services of the school, while simultaneously receiving the level of support needed to achieve fluency in English. We will utilize the Sheltered Instruction Observation Protocol (SIOP)<sup>10</sup> to provide explicit language support as well as standards-based content instruction. Teachers will be provided with ongoing training in this method of instruction to ensure comprehension of content. Additionally, ELL students will receive continued literacy support in their native language, as overwhelming evidence shows that cognitive and academic development in the native language is essential for cognitive and academic development in the second language.<sup>11</sup> BUGS will provide

<sup>10</sup> <http://www.alliance.brown.edu/t/dl/tl-strategies/mc-principles.shtml>

<sup>11</sup> Snow, Burns, & Griffin, 1998

meaningful opportunities for students to share their native language. The strategies BUGS will utilize for all students are recommended both to engage the interest of emergent ELLs, and to provide opportunities to develop spoken fluency by talking with peers about collaborative learning experiences.<sup>12</sup> Such an approach will develop understanding of academic content, and help students connect words with meaning by using nonverbal cues and non-linguistic representation of ideas. This approach will also give language learners opportunities to read and write in meaningful contexts, in their first and second languages.

BUGS' ELL Coordinator will work with the Principal to ensure that ELL students are integrated fully into the daily program and provided the support they need to become academically successful. We will utilize bilingual education personnel to provide specialized services for ELL students requiring a more intensive level of intervention. The specific nature of the ELL program will vary for each student depending on his or her level of English proficiency and overall academic level. Our daily schedule will allow for both push-in and pull out services, as determined by the ELL Coordinator, content area teacher, and administration. In both scenarios, the ESL teacher will work individually and in small groups to accomplish specific language objectives as they relate to their content. The ESL approach will be content-based and will use a student-centered, communicative approach to language acquisition to cover the basic skills of reading, writing, grammar, speaking, and listening.

BUGS will identify potential ELL students using the Language Assessment Battery-Revised (LAB-R) exam. We will assess ELL students frequently to target their specific language acquisition needs and will utilize technology-based programs to support identified deficiencies and help build on strengths. We will also integrate technology to support writing instruction and motivate students to use written language to communicate. The ELL Coordinator will use scores on the New York State English as a Second Language Achievement Test (NYSESLAT) to monitor proficiency levels (Beginning, Intermediate or Advanced) of all students each year and to determine whether the student's level of English is strong enough to exit the program. BUGS will include parents of ELL students in their academic planning by providing translating services during parent meetings and written communications in the family's native language. English proficiency will be reported in the student's progress reports, and the best practices of successful ELL programs such as Family Life Academy and the International Schools will inform programming at BUGS.

***Foreign Language:*** Once at capacity in our third year, BUGS will offer foreign language instruction in Spanish and Mandarin. During the first two years, we will offer only Spanish, but if a student is extremely interested in studying another language we will attempt to locate resources to enable this course offering. Resources may include virtual instruction or partnering with other charter schools for this course. The curricula for Spanish and Mandarin will be centered on New York State Learning Standards for Languages Other Than English.

***Technology:*** Many textbooks and resources are becoming digital, and technology provides an ever expanding potential for students to interact both with subject matter and with others who can help them build understanding. BUGS's technology will enable our students to fully engage with digitized information and allow them greater freedom to pursue their own line of inquiry and develop projects that demonstrate what they have learned. Technological literacy will be key in preparing BUGS' students for the 21<sup>st</sup>-century skills of problem solving, innovation, and communication. To ensure that BUGS' students graduate with a technological skill set that enables them to succeed in high school, college, and in the 21<sup>st</sup>-century work place, we have adopted six technological competencies that build upon one another during the three years at BUGS. Our six competencies are described in the table below.

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<sup>12</sup> <http://www.netc.org/focus/challenges/ell.php>

**Table 4- BUGS Technological Competencies<sup>13</sup>**

<i>Sixth Grade</i>		
<b>Competency</b>	<b>Description</b>	<b>Performance indicator</b>
<i>1. Creativity and Innovation</i>	Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.	Students: <ul style="list-style-type: none"> <li>• Apply existing knowledge to generate new ideas, products, or processes.</li> <li>• Create original works as a means of personal or group expression.</li> <li>• Use models and simulations to explore complex systems and issues.</li> <li>• Identify trends and forecast possibilities.</li> </ul>
<i>2. Communication and Collaboration</i>	Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.	Students: <ul style="list-style-type: none"> <li>• Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.</li> <li>• Communicate information and ideas effectively to multiple audiences using a variety of media and formats.</li> <li>• Develop cultural understanding and global awareness by engaging with learners of other cultures.</li> <li>• Contribute to project teams to produce original works or solve problems.</li> </ul>
<i>Seventh Grade</i>		
<i>3. Research and Information Fluency</i>	Students apply digital tools to gather, evaluate, and use information.	Students: <ul style="list-style-type: none"> <li>• Plan strategies to guide inquiry</li> <li>• Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</li> <li>• Evaluate and select information sources and digital tools based on the appropriateness of certain tasks.</li> <li>• Process data and report results.</li> </ul>
<i>4. Critical Thinking, Problem Solving and Decision Making</i>	Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	Students: <ul style="list-style-type: none"> <li>• Identify and define authentic problems and significant questions for investigation.</li> <li>• Plan and manage activities to develop a solution or complete a project.</li> <li>• Collect and analyze data to identify solutions and/or make informed decisions.</li> <li>• Use multiple processes and diverse perspectives to explore alternative solutions.</li> </ul>
<i>Eighth Grade</i>		
<i>5. Digital Citizenship</i>	Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.	Students: <ul style="list-style-type: none"> <li>• Advocate and practice safe, legal and responsible use of information and technology.</li> <li>• Exhibit a positive attitude toward using technology that support collaboration, learning and productivity.</li> <li>• Demonstrate personal responsibility for lifelong learning.</li> <li>• Exhibit leadership for digital leadership.</li> </ul>
<i>6. Technology Operations and Concepts</i>	Students demonstrate a sound understanding of technology concepts, systems, and operations.	Students: <ul style="list-style-type: none"> <li>• Understand and use technology systems.</li> <li>• Select and use applications effectively and productively.</li> <li>• Troubleshoot systems and applications.</li> <li>• Transfer current knowledge to the learning of new technologies.</li> </ul>

<sup>13</sup> Adapted from the International Society for Technology in Education Standards (2007)

**Music and Art** - The visual and performing arts are an important part of the curriculum at the BUGS. Both provide significant opportunities for expression and creativity and for understanding that the world can be looked at from many different perspectives. Ideally meaningful arts experiences are integrated into classrooms through projects with classroom teachers. Learning in this area is further enriched through specific instruction twice a week with a music or art teacher. We will also have a weekly extended arts and sports enrichment period, where students will be offered a range of arts activities. BUGS will also collaborate with local community arts organizations, such as the Groundswell Community Mural Project, Brooklyn Arts Exchange, and others to create opportunities for students to get involved with the many exciting arts-related projects in Brooklyn. We also intend to take advantage of the large variety of educational programming offered by Brooklyn's many great cultural institutions, such as the Brooklyn Museum of Art and the Brooklyn Academy of Music.

**Advisory** - BUGS' approach to advisory programs is guided by principles of youth development and personalization developed by Educators for Social Responsibility (ESR).<sup>14</sup> Students gain key academic and social competencies that they will need for success in school and in life and make meaningful connections with other students and with adults. Advisories are a primary vehicle for creating a more personalized learning environment where all students are well known by at least one adult. Moreover, advisory provides a structure and a set of practices for monitoring and supporting students' academic progress. Core advisory activities emphasize: group building; self-perpetuating routines and rituals; one-on-one conferencing; personal learning; learning-to-learn skills; life skills and healthy development; student voice; and school culture.

During the first charter term, the advisory programs at BUGS will play an important role in the school's overall academic and student support services plan. Initially our students meet with their advisor two times a week for 30 minutes. The focus of the advisory program will be to help 6th grade students transition into middle school, monitor and support students' academic progress, particularly in ELA and math, support students in the development of organizational and study skills, and serve as the primary communication link with families. For our 8th graders advisors will provide direct support in selecting, applying to, and transitioning into high school.

**Professional Development Framework:** Instructional planning will be supported by ongoing and embedded professional development, carefully selected resources, and coaching from our instructional leaders and curriculum partners. The professional development plan will be adjusted each year to reflect an ongoing assessment and analysis of our curriculum, instruction, and assessment. BUGS is committed to professional development that fosters the collective responsibility for improved student performance, is aligned with rigorous state student academic achievement standards, school improvement goals, and a shared commitment to serve ALL learners. It will be learning-focused and nurture a collaborative culture based on trust, shared instructional leadership, and mutual accountability. Both formative and summative student data and teacher input will be used to inform decisions about professional development. The primary goal of Professional Development is to improve teaching and learning. We will have a coherent plan for scheduling and implementing professional development activities, which will be aligned with standards from professional organizations like Learning Forward (formerly National Staff Development Council, and Association for Supervision and Curriculum Development).

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<sup>14</sup> ESR is a national leader in school reform known for their expertise and success in developing effective advisories and improving school climate. See <http://esrnational.org/>



<b>Table 5: Professional Development Vision, Plan and Delivery</b>	
<b>1. Our Vision and Commitment to Improving Teaching and Learning</b>	
<ul style="list-style-type: none"> <li>• Organize adults into learning communities focused on using data to set and measure school goals</li> <li>• Communicate with whole community</li> <li>• Ensure skilled leadership and shared accountability among teachers, parents, administrators</li> </ul>	
<b>2. Professional Development Plan</b>	
<ul style="list-style-type: none"> <li>• Focus on student learning and teacher practice</li> <li>• Apply research and data to decision making about professional development choices</li> <li>• Use disaggregated student data (qualitative and quantitative) to determine adult learning priorities, monitor progress, and sustain continuous improvement</li> <li>• Focus on standards, content knowledge, and research-based instructional strategies</li> <li>• Develop collaboratively with input and information from all members of the school community</li> <li>• Make adaptations based on reflective review and evidence of impact</li> </ul>	
<b>3. Delivery of Professional Development</b>	
<ul style="list-style-type: none"> <li>• Sustained and ongoing, and will build over time into a coherent whole</li> <li>• Standards-based, content rich, and focused on pedagogy</li> <li>• Teachers are learners and problem solvers.</li> <li>• Collective knowledge and experience of entire faculty is shared and used.</li> <li>• Teachers are our school’s greatest resource.</li> <li>• Focus on student learning needs, determined by a variety of data sources.</li> <li>• Job-embedded, with structures, schedules, and supports designed to facilitate regular and coherent learning among adult peers in the community.</li> </ul>	

**Professional Development Plan:** BUGS has planned a program of professional development and support for teachers that will ensure effective implementation of the education program. To make sure that the professional development program is properly implemented, the school’s budget includes funds to cover professional development.<sup>15</sup> Throughout our first charter term, all teachers will receive customized training in curriculum development, and in developing units through the Understanding by Design (UbD) framework, specifically focused on sustainability themes and units. This training will be ongoing for the first few years of our charter and in subsequent years will be tiered to address the professional development needs of both novice and experienced teachers. This professional development will be provided by the Cloud Institute. The professional development plan includes the following activities:

*Summer Institute* - Before the school opens, all teachers and assistants will attend a 3-week summer institute. In these sessions, all teachers will review the BUGS mission and vision. The Cloud Institute of Sustainability Education will present an introductory training session on Sustainability Education, which will include its guiding principles, curriculum and instruction framework, and designing units using the UbD framework. Teachers will also receive training in classroom management and school culture during this first summer session through our partners at ESR.

A significant portion of the Summer Institute will be devoted to explicit instruction in the teaching of reading and writing using the *Teacher’s College Reading and Writing Workshop* model (TCRWW). TCRWW will work with all staff to build connections and skill development across disciplines by bringing content-area teachers into the conversation about literacy instruction, creating a space for cross-content projects, shared understandings of standards, and community building around literacy. For math teachers, we will also provide a general overview of the *Connected Math Program 2 (CMP2)*, including guiding principles and practices, the instructional model, and guidelines for planning a unit. Faculty will also receive a yearlong schedule of assessments and will receive training in the use of the school’s set of assessment tools, how to administer these assessments, and how to analyze and use data through a cycle of inquiry. These sessions will also include initial training on the needs and rights of Students with

<sup>15</sup> See Section III. Finance, and Budget Attachment.

Disabilities and English Language Learners, including initial training in the SIOP framework, identification, and intervention services of special needs students.

*Supervision and coaching* - The Principal will spend time daily observing and supporting teachers in their classrooms in order to evaluate practice and provide feedback and support. He or she will model lessons as well as observe lessons to support teachers in meeting the needs of all the students in their classrooms. In follow-up discussions, the Principal will share and analyze observations with the teacher as well as results of student assessments with the goal of improving instruction and student learning.

*Weekly meetings and collegial support* - Once a week, at a time when students are participating in our weekly extended enrichment activity, faculty will meet with the Principal. During the first three years of the charter, while we are growing a new grade each year and hiring new staff, these meetings will be devoted to planning lessons and activities, reviewing data, and making adjustments to instruction. We will also use these longer afternoon sessions for targeted professional development in TCRWW strategies and methods, the Wilson Reading System, CMP2 professional development for our math teachers, and SIOP for building our ELL competencies. In subsequent years, we will develop this time to implement a cycle of inquiry to analyze data, plan, monitor, and adjust the curriculum, compare students' work with standards, develop rubrics, score student work using a common rubric, analyze cases and share suggestions for resolving student difficulties, all with an ongoing focus on accountability for student success. Teachers will share effective teaching practices and collaborate. During these all-staff professional development sessions, teacher teams will also have common planning time to integrate and coordinate instructional units, plan learning projects, and review student formative and summative assessment data.

*Professional development activities* - There will be five full professional development days at intervals during the school year. All of these days will be "Data Days," for reviewing and analyzing achievement data, adjusting instructional planning, and doing cross-grade planning. According to needs determined by the Principal from data analysis and classroom observations, this program will include such activities as the analysis of the previous year's data in order to make continued adjustments and improvements in the curriculum, instruction, and assessment practices as well as training faculty in targeted areas.

*Reference Library* - The school will set up and gradually expand a reference library for teachers, which will include important professional journals from professional organizations such as Association for Supervision and Curriculum Development, National Council of Teachers of Mathematics, National Council of Teachers of English, National Middle School Association, Learning Forward (formerly National Staff Development Council); resource materials; books on current educational issues, professional practice and teaching strategies; videotapes, and teaching materials.

<b>Table 6 - Sample Professional Development Outline for Year 1</b>	
<b>2-3 Week Summer Intensive (12 days)</b>	<b># of days</b>
Introduction to BUGS vision and mission and curriculum	1
Culture, behavior, and discipline policies and supports	.5
Creating a culture of data-driven decision making	.5
Introduction to Sustainability Education and UbD framework	3
Training in TCRWW methods and practices, including RtI	4
Overview of CMP2, including RtI	1
Schedule of assessments and training in assessment practices	1
Needs and rights of students with disabilities and English Language Learners, including SIOP.	1
<b>Wednesday Afternoon Full Faculty Meetings</b>	
Plan, integrate and coordinate curriculum, instruction, and assessment of units and lessons.	
Reviewing student formative and summative data to assess progress toward teaching and learning goals, and make adjustments to the curriculum.	



Targeted and ongoing PD in TCRWW
Professional development in CMP2
Professional Development in Sustainability Education
Targeted PD in Wilson Reading System.
<b>Extended PD days</b>
Five full-day sessions of PD throughout the year using an inquiry approach to data analysis, scheduled to coincide with the summative assessment cycle.

**I. B. School Calendar and Daily Schedule**

BUGS has designed a balanced and innovative school schedule that will maximize student learning time while also supporting student and teacher needs. We will have five terms with a total of 190 instructional days. Each school day, our students will receive the benefit of 65 additional minutes of in-school time in comparison to students attending other NYC public schools. Over the course of one year, BUGS students will have had 274 additional school hours, which is equivalent to nearly 40 additional DOE school days per year. We will also work with our partner CBOs to find additional after-school tutoring programs for students who require extra remediation. Please see the table below and attachment 3 for a sample daily student and teacher schedule.

<b>BUGS' SCHEDULE</b>	
<b><i>Student Work Day/Week</i></b>	<ul style="list-style-type: none"> <li>• School day will be from 8:00 a.m. – 3:55 p.m. with an after school program until 6:00.</li> <li>• 120 minutes of ELA instruction daily (60 minutes of reading and 60 minutes of writing,) and 60 minutes of math instruction daily.</li> <li>• Students below grade level in Reading or Math will have either ELL support or Academic Intervention 4 times per week for 60 minutes each, and 1 time per week for 40 minutes (total of 4 hours and 40 minutes per week).</li> <li>• Small group and one-on-one tutorials in math intervention 4 times per week for 40 minutes each during after-school.</li> <li>• Science and/or social studies lessons 4 days a week for an average of 120 minutes each per week.</li> <li>• Foreign language 4 times a week for 60 minutes (may be modified for those requiring interventions).</li> <li>• Physical education 2 times a week, (which will include Health) for 60 minutes each (total of 120 minutes per week).</li> <li>• Advisory class 2 times per week for 30 minutes each (total of 60 minutes each week).</li> <li>• Music or Art 2 times per week for 60 minutes each (total of 120 minutes).</li> <li>• Recess 3 times per week for 30 minutes each (total of 90 minutes each week).</li> <li>• An extended arts or sports enrichment activity for two hours once a week.</li> </ul>
<b><i>Teacher Work Day/Week</i></b>	<ul style="list-style-type: none"> <li>• 8:00 a.m. to 4:00 p.m. except on Wednesdays when it will be from 8:00 – 5:00. Teachers may also have responsibilities after student dismissal, which may include tutoring, professional development, family meetings, or other meetings.</li> <li>• A planning period daily when their students are in enrichment classes.</li> <li>• An uninterrupted lunch period daily.</li> <li>• Teacher teams have a common planning time for one hour on most Wednesdays before or after the staff meeting.</li> <li>• Teachers will have a staff meeting on Wednesdays after early dismissal at 1:55, so that the teachers can participate in full staff meetings, professional development, and extended planning time. We will work with our partner CBOs, local arts organizations, and universities to find teaching artists to help staff these activities.</li> </ul>

**I. C. Target Population**

BUGS’ mission and academic program are designed to meet the needs of the students we will be serving in Community School District 15 (CSD 15). During the first year, BUGS will serve students in the sixth grade, with four classes of approximately twenty-seven students in each grade, for a total of one hundred and ten students. We will add one grade each year until we are at full capacity, serving grades six through eight in the first charter term with the intention of growing through grade twelve in the second charter

term. The first five years of growth (through renewal) are demonstrated in the model below, accounting for attrition:<sup>16</sup>

Projected Enrollment Table						
Grades	Age	2012-2013	2013-2014	2014-2015	2015-2016	2017-2018
6 <sup>th</sup>	11-12	110	100	100	100	100
7 <sup>th</sup>	12-13		105	100	100	100
8 <sup>th</sup>	13-14			100	100	100
<b>Totals</b>		<b>110</b>	<b>205</b>	<b>300</b>	<b>300</b>	<b>300</b>

**Expected student populations** - The goal of BUGS is to serve a student population that has a high need for the rigorous, innovative, and supportive learning environment we will offer. This need clearly exists in CSD 15. As explained more fully in our prospectus, the District overall is 11% Asian, 24% African-American, 44% Latino and 21% white.<sup>17</sup> On the middle school level, there is a stark disparity between the achievement levels of the District’s white, Asian, and economically advantaged students when compared to its students of color and those with higher needs. As the chart below demonstrates, on the middle school level, white and Asian students drastically outperform their peers across the district. The discrepancy becomes even more pronounced when looking at the special education and English Language Learner (ELL) populations and at free and reduced price lunch (FRPL) status. These scores suggest that while white and Asian students may be being served adequately by the District, blacks, Latinos and students with special needs are not.

CSD 15 2009 8 <sup>th</sup> GRADE PERFORMANCE EXAMINATIONS								
<i>Percentage of Students Scoring Proficient</i>								
SUBJECT	ASIAN	BLACK	LATINO	WHITE	SwD	ELL	FRPL	OVERALL
ELA	76%	58%	56%	80%	24%	5%	56%	62%
Math	91%	69%	66%	87%	36%	37%	68%	72%
Science	76%	50%	51%	84%	23%	14%	51%	58%

Since CSD 15 encompasses several well-to-do neighborhoods such as Park Slope and Carroll Gardens, this District is often considered affluent and well-resourced. However, the District also serves Sunset Park, Red Hook and parts of Kensington, where the median income is substantially below the U.S. average.<sup>18</sup> 72% of all CSD 15 students are FRPL eligible, 16% are ELL, and 9.6% are designated special education. BUGS will strive to enroll these students in percentages equivalent to their representation in the CSD 15 population. Additionally, the Sunset Park, Gowanus, and Red Hook neighborhoods in the District are all above Brooklyn’s average rate for such indicators as mental health diagnoses, emotionally disturbed special education classifications, violent crime arrests, property crime arrests, teen births, abortions, drug arrests, and drug and alcohol treatment.<sup>19</sup>

**Program for Students with Special Needs** - As outlined further below in Section ID, we will work with Educators for Social Responsibility (ESR), to develop an advisory program and disciplinary system that supports students and meets their socio-economic needs. BUGS’ on-site bi-lingual social worker will work closely with our families and local CBOs to refer students and families to social services as needed. Our collaboration with the Cooke Center will allow us to develop an integrated planning model that will

<sup>16</sup> Our first year cohort is reduced by attrition to no less than a minimum of 100. All other classes enter with enrollment of 100 and are maintained at 100 by recruiting to compensate for natural attrition.

<sup>17</sup> Unless otherwise noted, all data is obtained from the New York State District Report Card, Accountability and Overview Report, 2008-09.

<sup>18</sup> The median income in Sunset Park and Red Hook is \$28,395, Kensington is \$48,300 and Park Slope and Carroll Gardens is \$73, 235. The U.S. average is \$54, 604. See, <http://www.neighborhoodlink.com>.

<sup>19</sup> NYS Office of Alcoholism and Substance Abuse Services (2004). *New York City Risk Profiles for Youth and Alcohol Substance Abuse: Prevention Risk Indicators Services Monitoring System*.

ensure that students with disabilities receive a free and appropriate education in the least restrictive environment appropriate. We will also serve ELL students in as integrated manner as possible, while still ensuring that their language needs are met and that they have full access to the curriculum. Although the DOE does not break down ELL data by language group at the CSD level, our research shows that the overwhelming majority of the District’s ELL students are Spanish-speaking. BUGS will target these students specifically, but will also work to attract and serve the other ELL students in the District, many of whom speak Chinese, Polish, Hindi, and Arabic. BUGS will bring ELL students to proficiency in English using the SIOP model learner as described above in Section IA. As stated above, BUGS' proposed school model is designed to provide all students with a developmentally appropriate and academically rigorous middle school education using an inquiry-based, interdisciplinary approach that has been shown to have a positive impact in closing the achievement gap.<sup>20</sup> We will comply with all regulatory special education requirements set forth by the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990, Title VI of the Civil Rights Act of 1964, and any additional regulations required by the state of New York.

#### **I. D. Assessment**

**Overview:** The collection and analysis of student achievement data is a critical component of BUGS’ program. Research points strongly to the importance of an intentionally designed and comprehensive assessment system, one which balances multiple types of assessments—formative, diagnostic, summative—and ensures that all stakeholders have appropriate access to the results.<sup>1</sup> Furthermore, demands of the 21<sup>st</sup>-century workforce require students to master higher-order thinking skills and see the relationships between seemingly diverse concepts. Skills such as recall, analysis, comparison, inference, and evaluation will be the skills of a 21<sup>st</sup> century global citizen. Thus the essence of assessing 21<sup>st</sup> century skills requires an emphasis on testing what students can do with knowledge, rather than what units of knowledge they have. BUGS’ assessment program will be centered around comprehensive performance assessments that require not only the retention of content knowledge but the application of it in an authentic task.

<b>Key Features of Assessment</b>	
<b><i>Baseline Assessment and Growth Analysis</i></b>	BUGS will administer diagnostic assessments in math, reading, and writing at the beginning of the school year and again at strategic times throughout the school year. This will allow for accurate baseline assessments for instructional planning and grouping and for student growth to be measured on yearly basis for program analysis.
<b><i>Comprehensive Performance Assessments</i></b>	These assessments will be built into each of the social studies and science units over the course of the first charter period and will be aligned with the curriculum and the common core standards and performance indicators. Requiring students to demonstrate their knowledge and skills in an authentic performance task not only is the best indication of their mastery of the standards but aligns with the underlying principles of project-based learning.
<b><i>Culture of Transparency</i></b>	Students will be provided with detailed explanations of the comprehensive performance assessments as well as timelines, rubrics, study guides for tests, opportunities to receive feedback, and opportunities to revise work.
<b><i>Access to Exemplars</i></b>	Complementary to extensive preparation, students will be exposed to models of exemplary, average, and deficient work and will analyze the strengths and weaknesses of each to reinforce rigor and create consistently high expectations.
<b><i>Technology</i></b>	The use of computerized assessments with progress monitoring software allows for teachers to evaluate student learning faster and more efficiently, which affords them the time for ongoing improvement of the curriculum depending on students’ responses to instructions and assessment.
<b><i>Advanced Integrated Analysis</i></b>	Data is only as useful as the analysis and dissemination of the information. As BUGS employs a multidisciplinary approach, advanced statistical methods (such as multi-level modeling for analysis of student growth within particular groupings) will be employed to analyze the aggregate data to ensure that school-wide performance meets high expectations. Multiple sources of information will be used to

<sup>20</sup> Lieberman, G., Hoody, L. (1998). Closing the achievement gap: using the environment as an integrating context for learning. *State Education and Environment Roundtable*.

	develop “heat maps” of student skills for school-wide interventions. At the individual level, BUGS will evaluate student performance based on the entire package of assessment information (from formal to informal) to form a complete picture of each student’s learning profile and to target any necessary interventions. This will be managed by the assessment coordinator whose responsibilities will include the coordination of assessments as well as data analysis with an emphasis on creating meaningful analytics for teachers, administrators and the board.
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BUGS will conduct the following assessments according to the schedule laid out below.

ASSESSMENT SCHEDULE				
<i>Assessment</i>	<i>Description</i>	<i>Timing</i>	<i>Purpose</i>	<i>Student Population</i>
<b>Fountas and Pinnell Benchmark Assessment system</b>	Reading accuracy and comprehension assessment based on leveled readers	Fall, winter, and spring, and more often if needed	Student grouping, instructional planning and growth analysis.	All students
<b>Critical Thinking Essay Responses</b>	Based on the types of critical thinking tasks found on the State ELA exams the assessment coordinator will help teachers devise at least one written response task per unit to be scored using common rubrics aligned with the state exams.	End of every unit	To evaluate writing skills and critical thinking skills for student grouping, instructional planning and growth analysis	All Students
<b>STAR MATH</b>	Computer adaptive diagnostic math assessment	Beginning of school year and for ongoing progress monitoring.	Student grouping, instructional planning and growth analysis.	All students
<b>Unit tests</b>	End of unit tests from CMP2, EfS, and TCRWWW	End of every unit	Evaluate instructional; methods and assess for the need to re-teach	All students
<b>Practice State Exams</b>	Practice state exams derived from prior ELA and Math state exams CMP2, EfS, and TCRWWW	November and December	To ensure preparedness for the state exams and to reevaluate individual student plans and school-wide needs plan.	All students
<b>NYC State Exams</b>	Norm-referenced standardized tests	TBD	Determine annual yearly progress.	All students
<b>Language Assessment Battery-Revised</b>	Criterion based state examination of English language proficiency	September	The LAB-R test identifies students who are entitled to our Structured English Immersion program for English Language Learners.	Students who are potentially eligible for ELL status
<b>NYSESLAT</b>	Norm-referenced standardized tests	TBD	Determine annual yearly progress for eligible ELL students	ELL students meeting state requirements to take the NYSELAT

In addition to these formal assessments BUGS will employ curriculum-based assessments and progress-monitoring tests. This will include but not be limited to: quizzes and unit tests from the curriculum, critical-thinking essay responses similar to those found on state ELA exam to be included in all units, and project based performance tasks, which require the application of learned knowledge and skills in real life contexts. The assessment coordinator will assist the faculty in developing these assessments and insuring their alignment with the state standards.

The goal of BUGS is to graduate students who are prepared for rigorous high school programs and equipped to make positive contributions to their communities. To do this, we will continuously evaluate assessment data to improve student mastery and assess the effectiveness of BUGS curriculum and programs, functioning as a positive feedback loop that begins at the administrative level and cycles down to the classroom level, then back up to the administrative level. The Board of Trustees will use achievement data to support and evaluate school leaders in their roles (with the Principal and ED, performing self-evaluations twice a year). School leaders will also use this data to support and evaluate teachers and the school's programs (curriculums, assessments, methods and materials). The data will be discussed during monthly team meetings between school leaders and teachers; and school programs will be refined annually by teachers during the summer based on student performance data.

The school will analyze student data, using the integrated analysis approach, on multiple levels and from multiple sources. Data will be analyzed at the aggregate, the accountability group and student level for both criterion achievement (are students reaching grade level standards) and growth. BUGS data analysis begins before the first day of school with an analysis of prior scores on the state exams. This data is integrated with beginning-of-the-year assessments to develop transition plans for incoming students and a baseline for growth analysis. It is also used to place students in the intensive instruction programs for core academic areas. Additionally, it will be used to develop a school-wide academic needs evaluation to so that particular needs can be identified and addressed through instructional planning. We will use ongoing assessments to evaluate progress on student plans and the school-wide needs plan. It is important to note that student growth will be an important metric for all students, not just those below grade level, so that we can ensure adequate growth for all students. We will use practice state exams given in November and December to reevaluate student plans and modify instruction to ensure that students are prepared for the state exams and that the school will meet its annual yearly progress targets.

To make this possible the Assessment Coordinator will work closely with the Principal, the Special Education Coordinator and the teaching staff to ensure that the data is used to maximize student success. Unit tests (CMP2, EfS, and TCRWW) and interim progress monitoring (Star Math, Fountas and Pinnell), curriculum based assessments (quizzes, projects, presentations, etc.) and critical thinking essays will be analyzed at a minimum of every six to eight weeks to see what if anything needs to be re-taught and to identify students who need specific remediation. Re-teaching will be accomplished in the classroom setting as well as during the Academic Intervention period.

### **I. E. School Climate and Discipline**

***School-Wide Discipline and Behavioral Supports:*** BUGS will take a positive approach to student discipline, where students will be recognized for good behavior and accomplishments, while there also will be clear, consistent consequences for off-task behavior. This policy will be applied to all students, at the school site and off (including buses and trips). The school's discipline policy for minor infractions will be detailed in the school's Student and Family Handbook and distributed to families (in English and Spanish) before the start of the school year. Families will be given the handbook at the time of registration when the Executive Director, Principal or other personnel can highlight major policies and practices. We will also attempt to involve families in the school as often as possible, so that the students' parents and guardians have the opportunity to interact with school staff in positive ways, which will help us create a strong sense of community focused around the school. This will strengthen the students' ties to the school and increase engagement. In conjunction with a "Back to School Night," we will plan a New Family Orientation in September to focus on issues of school climate and culture. Additionally, we will hold semi-annual meetings for families to keep them updated on happenings at the school, as well as multiple opportunities for community gatherings and social events. The school garden and related projects will also create a focal point for parent involvement and volunteering.

A safe, supportive, and structured learning environment is critical to adolescent learning. To support school culture and nurture positive behavior, we will allocate resources for professional development that addresses school climate, behavior, and discipline. We will develop and streamline school-wide discipline and behavioral supports and interventions using a Positive Behavior Intervention and Support (PBIS) framework. PBIS is a decision-making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. Professional development in PBIS will be provided by Educators for Social Responsibility (ESR). BUGS will meet the challenges of discipline and behavior by developing a set of policies and practices that include the elements outlined in the table below:

<b>KEY FEATURES OF BUGS' DISCIPLINARY APPROACH</b>
<ul style="list-style-type: none"><li>• A streamlined, easy to use referral system that eliminates "bad" referrals</li><li>• A clear set of adult and student behavioral expectations and consequences</li><li>• A set of school-wide initiatives that promote and recognize positive student behaviors and strengthen efforts to create a positive peer culture</li><li>• Development of discipline/student support team that manages a scaffolded set of supports and interventions for students with serious behavior problems</li><li>• Effective teacher interventions at the first sign of student problems</li><li>• Effective detention and in-school and out-of-school suspension policies and re-entry protocols</li></ul>

In addition to the above, our work with the Cooke Center for Learning and Development will allow us to create an integrated, developmentally appropriate program that will ensure that the social, emotional, and academic needs of special education students are met throughout all learning contexts and environments in the school.

**School Disciplinary Policy:** BUGS will utilize a discipline policy that is adapted from the NYCDOE Discipline Code that provides a coherent and highly structured range of appropriate disciplinary responses that can be used for each infraction. Due process will be followed for all disciplinary actions consistent with federal case law pursuant to *Goss v. Lopez* (419 U.S. 565). Ultimately, final responsibility for setting and enforcing the school discipline policy and creating a positive school climate rests on the ED. In our second year we will hire a Dean of Students, who will be responsible for administering the day-to-day discipline program of the school and will be delegated the authority to determine the consequences for all misbehaviors that do not warrant an out-of-school suspension. In the first year, the responsibilities for overseeing the discipline program at the school will fall on the Principal.

In the event that the Dean of Students or Principal, in consultation with the ED, determines that an infraction warrants an out-of-school suspension, the student will have the opportunity to present his/her version of events to the ED in person. Before imposing a short-term suspension, the ED will immediately notify the parents or guardian in writing that the student may be suspended from school. This notice will be in their dominant language and provide a description of the incident(s) for which suspension is proposed. It will inform the parents or guardian of their right to request an immediate informal conference with the ED. The parents or guardian of the student and the student will have the opportunity to present the student's version of the incident and to ask questions of the complaining witnesses indirectly through the teacher or the Principal. The Executive Director's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with the school's complaint process. Before any expulsion, the Principal will consult the Board and immediately notify the student's parent(s) or guardian(s) in writing, in their dominant language. Long-term suspensions or expulsions will only be imposed after the student has been found guilty at a formal hearing. The hearing will include the ED, staff members involved in the incident, and the student with his/her parent(s) or guardian(s). The student will have the right to be represented by counsel, question witnesses, and present evidence. Appeals of any decisions will be made to the Board of Trustees, who will convene an ad hoc Disciplinary Committee



comprised of not less than three trustees, for the purpose of hearing the appeal in a prompt and equitable fashion.

Federal and State law require the expulsion from School for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at School. The Principal may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). "Weapon," as used in this law means a "firearm," as defined by 18 USC§8921, and includes firearms and explosives. (New York Education Law §3214(3)(d) effectuates this federal law.) The Principal will refer a student under the age of 16 who has brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act.

***Discipline Provisions for Students with Disabilities***

If a special education student violates the school's Disciplinary Code and is being considered for a suspension or removal, the school will ensure due process protections in accordance with Sections 300.530-300.537 of the Code of Federal Regulations (CFR). The school will make the provisions described below for students with special needs who engage in extreme behaviors meriting suspension or expulsion. Furthermore, a student who has engaged in behavior that violated the school's Disciplinary Code who has not been determined to be eligible for special education services but qualifies under 34 CFR 300.534 as a student suspected of having a disability may request to be disciplined in accordance with these provisions, as outlined below.

<b>DISCIPLINE FOR STUDENTS WITH DISABILITIES</b>
<p>For a student whose behavior merits suspension or expulsion and who is either identified as a student with special needs under 20 USC §1400 et seq. or qualifies as a student suspected of having a disability under 34 CFR 300.534, the school will:</p> <ul style="list-style-type: none"><li>• Provide a free and appropriate education in accordance with 20 USC §1400 et seq. to students who are suspended or removed for disciplinary reasons for more than ten school days (as defined in 34 CFR 300.536);</li><li>• Address behaviors that result in suspensions or removals for more than ten school days (as defined in 34 CFR 300.536) by providing functional behavioral assessments and behavioral intervention plans in accordance with 34 CFR 300.530;</li><li>• Refer the student to the CSE to conduct a manifestation determination review in accordance with 34 CFR 300.530 to determine the relationship between the behavior and the student's disability when a suspension or removal would result in a disciplinary change of placement;</li><li>• Provide the parent of the student a copy of the procedural safeguards notice in accordance with 34 CFR 300.530 and 34 CFR 300.504;</li><li>• Expedite the resolution of disagreements between parents and the school regarding certain disciplinary actions;</li><li>• Ensure protections for students who qualify under 34 CFR 300.534; and</li><li>• Work with the CSE to expedite evaluations of students suspected of having a disability during the suspension period.</li></ul>

The school will work closely with the CSE to establish clear guidelines for communication and decision-making on disciplinary matters. The school will maintain written records of all suspensions and expulsions of general education students and special education students. These records will include the name of the student, a description of the behavior, the disciplinary action taken, the names of staff members involved in the incident, and the number of days a student has been suspended or removed for disciplinary reasons. Student records will be stored in locked cabinets and a record access log will be maintained listing all persons who reviewed the information and when such information was reviewed.

***Alternative educational services:*** BUGS will ensure the provision of alternative educational services to any student who has been suspended or expelled, to the extent required by applicable law. Instruction for suspended students will be sufficient to enable them to make adequate academic progress and will provide them with opportunities to complete assignments, learn the curriculum, and participate in assessments, and it will take place in a suitable site. For a student who has been expelled, the school will provide alternative instruction to the extent required by applicable law for suspended students, until the student enrolls in another school or until the end of the school year, whichever comes first.

To ensure the effective application of BUGS' behavior management and discipline policy, all teachers will participate in introductory and advanced-level workshops on the use of the PBIS approach, and the application of all phases of the discipline policy with general education students and students with disabilities. In addition, administrators will receive professional development in areas related to discipline, school climate, legal requirements, and effective leadership. The ED, in conjunction with the Principal, Assessment Coordinator, and Dean of Students, will maintain and analyze data regarding discipline patterns at the school and will monitor it regularly to ensure that discipline is applied in an equitable, non-discriminatory fashion.

***Family engagement and communication:*** Typically in middle school, family engagement in school drops off significantly,<sup>21</sup> yet young adolescents still need the primary adults in their lives to help them make good decisions that have long-lasting effects on their lives. Effective family engagement for the middle school is characterized by a culture of trust and critical discussions about common concerns. Schools and families share information and work together to solve problems and celebrate successes. An effective family engagement strategy seeks multiple ways to involve families, particularly those who are often marginalized because of race, ethnicity, language, or socio-economic status. In addition to the events listed above, strategies for engaging families will include: 1) having a Student Advisor as the point person for families to communicate with the school, who coordinates and sets up meetings as needed, etc.; 2) Student-led parent-teacher conferences twice a year; 3) Parent representative on the school's Board of Trustees; 4) Ongoing communications in a variety of formats to parents from the Principal and teachers; 5) Materials and school literature provided in primary languages of BUGS families, and; 6) Meetings and events rotated or scattered to allow for participation of families who have split-shift schedules or night-time shifts.

## **II. ORGANIZATION PLAN**

### **II. A. Management and Operation**

Roles and Responsibilities for Administering the Day-to-Day Activities of the School: The mission of the Brooklyn Urban Garden Charter School (BUGS) drives all aspects of the organization. All faculty, staff, and members of the Board of Trustees must fully align with the mission when making decisions for our students and the school. The attached Organizational Chart (Attachment 10) and Key Position Descriptions (Attachment 11) further outline the key positions summarized here.

#### **Summary of Key Position Descriptions:**

**Board of Trustees:** Determines and upholds the school's mission and vision. The Board is responsible for hiring, setting compensation, and evaluating the Executive Director. In addition, the Board is responsible for ensuring effective organizational planning and resource allocation as well as monitoring the school's programs according to the terms set forth in the charter.

**Executive Director:** Ensures the school's success in achieving its mission and accomplishing its goals. The ED is the school's main administrator overseeing the following key areas: accountability, management/oversight, instruction, school climate, community outreach-student recruitment, parent relations, budget-finance, and facilities. The ED manages these areas under direct oversight from the Board of Trustees, ensuring that organizational and individual improvement is ongoing and a culture of clear expectations is established and maintained.

**Principal:** Serves as the instructional leader of the school. S/he supports the mission, ED, and instructional staff- serving as a liaison between faculty and the ED. As the school's education leader, s/he will select, supervise, monitor, and evaluate the school's teachers, coordinators, and instructional support team and will lead ongoing development, improvement, and evaluation of curriculum and professional

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<sup>21</sup> Creating Partnerships, Bridging Worlds: Family and Community Engagement, in *Turning Points: transforming middle schools*. [www.turningpts.org/pdf/Family.pdf](http://www.turningpts.org/pdf/Family.pdf). Retrieved March 26, 2011, page 6.



development. Oversees the SST in conjunction with the Special Education Coordinator. Serves as Dean of Students in Year 1.

**Director of Finance and Operations:** Will report directly to the ED, but will have regular contact with the Board, particularly the Finance Committee. The DFO will be responsible for the non-instructional operation of the school. S/he will supervise management of student records and maintenance of student academic performance information, personal contact and emergency information, and parental consent documents. S/he also manages and tracks student attendance and lateness.

**Dean of Students:** Will be hired in Year 2 and will oversee school climate and discipline, including student life, enrichment activities, and behavioral issues (the Principal will perform this role in Year 1).

**Special Education Coordinator:** Will provide leadership and direct special-education services for all children in the school. S/he will monitor implementation of Individualized Education Plans (IEPs) and coordinate modification of curricula with the Principal. (This position will receive professional development and on-going support from the Cooke Center).

**Assessment Coordinator:** Will be responsible for implementing state and school-mandated assessment programs and maintaining a database of that data. S/he will work with the Principal and faculty to ensure assessments monitor and support student progress. (This position will also receive support from the Cooke Center).

**English Language Learners (ELL) Coordinator:** Will oversee the academic program to ensure that it meets the needs of students who are English Language Learners. Specifically, s/he will collaborate with teachers to utilize, develop, and infuse developmentally appropriate SIOP techniques, curricula, and surveys.

**Administrative Assistant/Receptionist:** Facilitates office operations and gathers essential data, monitors attendance practices and serves as initial point of contact for those entering the school.

**Business Manager:** Supports the DFO in all aspects and manages the financial records of the school, including payroll, procurement, bank reconciliations, deposits, transfers, financial reimbursement procedures, and bill paying.

**Office Manager:** Responsible for student records, lower-level HR functions and record keeping, transportation, food services, facilities, and school supplies.

**Faculty:** Directly responsible for instruction and for feedback to parents on academic progress. They collaborate with peers on curriculum development and lesson planning to maximize opportunities for connecting curricula and concepts, and differentiating student instruction. All teachers will have a complete understanding of curricular goals and objectives. Some will serve as Advisors, trained and supported to facilitate student advisories. Depending on individual faculty member’s professional goals and experience, they will be supported to take on leadership positions at their grade levels or in their academic departments, or serve other essential leadership roles such as that of Sustainability or Technology Coordinator.

The **Executive Director** is responsible for the following tasks within these key areas of focus:

<i>Accountability</i>	<ul style="list-style-type: none"> <li>Set high, measurable standards and goals for the school; Oversee school wide long- and short-term planning to address student needs. Collect data and prepare evidence of the school’s progress toward upholding its mission; Manage the school in a fiscally sound way; Meet with authorizers, auditors as needed and/or required, to oversee compliance.; Report directly to the Board of Trustees on all matters and serve as the school’s liaison to the Board, providing formal and informal reports as needed; Ensure that all students are treated equitably, regardless of race, national origin, gender, or disability status.</li> </ul>
<i>Management/Oversight</i>	<ul style="list-style-type: none"> <li>Implement and follow policies and procedures as directed by the Board of Trustees; Provide leadership and direction to all school staff members; Lead the human resources committee to identify, interview, and select qualified applicants; Provide recognition and celebration for student, staff, and school accomplishments.</li> </ul>
<i>Instruction</i>	<ul style="list-style-type: none"> <li>Be familiar with and approve all programs and materials being used in the school.</li> </ul>
<i>School Climate</i>	<ul style="list-style-type: none"> <li>Create a positive climate at the school for students, parents, and staff; Set and enforce the discipline policy of the</li> </ul>

<p>school, in conjunction with the Principal; Act as Dean of Students in Year 1; Be the contact person for parents, and act as Brooklyn Urban Garden Charter School’s main spokesperson.</p>
<p><i>Community Outreach, Parent Relations and Student Recruitment</i></p> <ul style="list-style-type: none"> <li>• Conduct parent/guardian outreach to existing and future students’ families. Coordinate with Advisors to provide more detailed information on student performance and social issues; Plan and conduct community meetings and cultivate relationships in the community; Develop and implement student recruitment plan to assure proportional enrollment of high-need students, alignment of school enrollees to district demographics, and school mission.</li> </ul>
<p><i>Budget and Finance</i></p> <ul style="list-style-type: none"> <li>• Prepare and oversee the budget, in consultation with the Director of Finance and Operations; Prepare and implement Development Plan, oversee grant writing and funder relationships.</li> </ul>
<p><i>Facilities</i></p> <ul style="list-style-type: none"> <li>• Work with the Board and DFO to identify, establish, and manage a permanent location for the school.</li> </ul>
<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• Master’s degree ; Excellent written and oral communication skills ; Successful leadership experience in a senior administrative position within a school, non-profit, or other organization- preferably working with a board and ideally within a charter school; Experience or familiarity with data management ; Successful fundraising experience; Experience working with academic and operational staff and with diverse populations of students, parents and families; Understanding of relevant laws and regulations and experience in legal/regulatory compliance; Ability to work with nonprofit organizations and relevant government agencies; Agreement with and commitment to BUGS’ academic goals and educational philosophy, and commitment to the principles of environmental sustainability; Understand the purpose and structure of charter schools in New York State</li> </ul>

To guide the distribution of responsibilities, BUGS will use the following chart, taken from the *NYCCCSE Charter Schools Governance and Board Development Guidebook*.

Division of Governance and Administrative Roles		
Responsibility	Board of Trustees	Executive Director and Leadership Team <sup>22</sup>
<b>Legal</b>	<ul style="list-style-type: none"> <li>Exercises fiduciary role to ensure the charter school is properly managed.</li> <li>Maintains legal status; ensures legal and regulatory compliance</li> <li>Reviews financial &amp; business dealings; exercises proper judgment to avoid conflict of interest</li> </ul>	<ul style="list-style-type: none"> <li>Provides information to the Board to demonstrate that the school is well managed.</li> <li>Compiles information for annual filing requirements.</li> <li>Alerts Board if conflict of interest situation is likely to occur.</li> </ul>
<b>Finance and Accounting</b>	<ul style="list-style-type: none"> <li>Approves annual budget.</li> <li>Reviews monthly financial reports (balance sheet, income statement).</li> <li>Establishes proper internal controls.</li> </ul>	<ul style="list-style-type: none"> <li>Prepares annual budget, with collaboration from Board Finance Committee.</li> <li>Oversees preparation of monthly financial statements.</li> <li>Implements proper financial controls.</li> </ul>
<b>Planning</b>	<ul style="list-style-type: none"> <li>Establishes Mission and Vision; approves Goals/Objectives.</li> <li>Conducts &amp; monitors regular strategic review.</li> <li>Assesses compliance/progress in achieving educational outcomes agreed to in Charter, reviews the annual report and Renewal activities</li> <li>Assesses school/program evaluation plan</li> <li>Leads strategic planning</li> </ul>	<ul style="list-style-type: none"> <li>Participates in establishing Mission, Vision, implements on site</li> <li>Develops specific program goals &amp; objectives</li> <li>Assists board in keeping focus and momentum</li> <li>Develops/oversees progress reports including the annual report and the renewal process</li> <li>Design and implement programs to address strategic priorities</li> </ul>
<b>Policy</b>	<ul style="list-style-type: none"> <li>Develops and adopts written policies</li> <li>Responsible for annual policy review</li> </ul>	<ul style="list-style-type: none"> <li>Identifies need for new policies</li> <li>Assures implementation of policies and assists in analyzing policy option</li> </ul>
<b>Personnel</b>	<ul style="list-style-type: none"> <li>Sets and reviews personnel policies</li> <li>Hires school leaders and evaluates their performance</li> </ul>	<ul style="list-style-type: none"> <li>Implements personnel policies</li> <li>Recommends changes to such policies</li> <li>Hires staff and evaluates performance</li> </ul>
<b>Resource Development</b>	<ul style="list-style-type: none"> <li>Assures long-range commitment of resources</li> <li>Creates long term and annual fund development plan</li> </ul>	<ul style="list-style-type: none"> <li>Executes fund development efforts, developing grant and other funding applications, plans, fundraising</li> <li>Events</li> </ul>
<b>Board Accountability</b>	<ul style="list-style-type: none"> <li>Establishes and communicates expectations of Board membership; regularly evaluates its own performance to assure effective Board participation and outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Facilitates Board training and information exchange in preparation for board selection</li> <li>Facilitates regular and effective communication among board members</li> </ul>
<b>Decision-making</b>	<ul style="list-style-type: none"> <li>Defines and communicates Board's role and assures appropriate Board role in decision-making</li> </ul>	<ul style="list-style-type: none"> <li>Makes action decisions within parameters set by the Board</li> </ul>
<b>Community Relations</b>	<ul style="list-style-type: none"> <li>Promotes school to parents and the public</li> <li>Serves as emissary to broader community</li> <li>Promotes activities with other charter schools, such as coalitions, shared programs, etc.</li> <li>Fields complaints from parents and community members</li> </ul>	<ul style="list-style-type: none"> <li>Interprets the charter school mission to the community via direct involvement, public and governmental relations, personal contact, etc.</li> <li>Works closely with the Board for an effective division of labor</li> <li>Addresses complaints submitted to be board and implements solutions based on board recommendations</li> </ul>
<b>Contracts</b>	<ul style="list-style-type: none"> <li>Approves major contracts</li> </ul>	<ul style="list-style-type: none"> <li>Manages contracts</li> </ul>

## II. B. Founding Group Composition

The BUGS Founding Team is a committed and experienced group of educators, professionals, community members, and parents who bring a range of skills and knowledge to meet the diverse needs of a charter school planning team. Members of the group have experience in general and special education,

<sup>22</sup> The BUGS “Leadership Team” includes: 1) the Executive Director, 2) The Principal and the 3) Director of Operations and Finance

social work, environmental programs, start-ups, law, finance, marketing, development, and management. Should the school be chartered, most of the Founding Team may transition to the Board of Trustees charged with governing the school, directing its ultimate success, and continuing to grow its membership as needed. The BUGS Founding Team is as follows:

**Susan Tenner** (Lead Applicant and proposed Board member) is an educational consultant, public school parent, and active community member of CSD15 for 18 years. She has created, developed, and managed educational and social programs in both corporate and non-profit settings. She oversaw employer-sponsored child-care programs and customized early childhood schools for corporate clients, such as Intel and Ford Financial. She has broad-ranging experience in administration, grants management, parent and teacher programs, and fundraising for non-profit organizations and schools, which she has applied to her service on PS295's SLT Board and as Chair of various school committees.

**Miriam Nunberg** (Co-Founder and proposed Board member), a former special-education teacher, is currently an attorney specializing in civil rights and education. Her practice deals extensively in matters related to disability and discrimination in public schooling. She has worked to ensure that English Language Learners and students with disabilities receive equal access to programs and services in school districts across New York State. She has served as a member of the executive committee of the board of a neighborhood cooperative preschool and is an active parent of children in CSD15 public schools.

**Brooks Tanner** (proposed Board member) is a consultant who has worked as an investment banker for over 20 years with firms such as Deutsche Banc and BNP Paribas. As Chief Financial Officer for several start-up and mid-sized companies, he was responsible for establishing and overseeing accounting and cash-management systems as well as fundraising and communication with investors and lenders. He is on the advisory board of a NYC private school and on the board of trustees of an education-related non-profit organization. He is a Manhattan resident.

**Teri West** (proposed Board member) is an educational consultant who has 25 years of experience as an educator and researcher, 10 years of which are in middle school design, assessment, and improvement. As Senior Program Officer at the Academy for Educational Development, she was responsible for research and development of program and implementation materials of Middle Start, a middle-grades school-improvement program in dozens of schools across the country. She also served as Program Manager for the National Forum to Accelerate Middle-Grades Reform, where she was 1 of 3 evaluators of the Schools to Watch initiative. She is a parent of two children in CSD15 and resident of CSD13 in Brooklyn.

**Robert Rodriguez** (proposed Board member) is an Assistant Vice President of the City College of New York, in charge of the Student Affairs Division. Mr. Rodriguez oversees all student services including career and disability services. He manages a multi-million-dollar operating budget and oversees the University's Office of Affirmative Action and Compliance. He is a former senior investigator for the U.S. Department of Education's Office for Civil Rights. He has extensive board experience, serving as chair or co-chair of three non-profit campus corporations. Mr. Rodriguez is a resident of Little Neck, N.Y.

**Mark Lauterbach** (proposed Board member) is Director of Research and Assessment for the Cooke Center for Learning and Development—the largest private special-education provider in New York City. His work at the Cooke Center involves developing and monitoring assessment and evaluation programs, conducting internal research to evaluate and inform best practices, and training staff in curriculum development and mapping. He has served on school boards and is an active CSD15 resident and parent.

**Shannon Sharp** (proposed Board member) is a Director in Public Finance at Barclays Capital, structuring and managing bond issues to fund affordable housing throughout the country. Her background also includes lending and program development at two mayoral agencies of the City of New York. She is a parent and resident of CSD15 in Brooklyn.

**Leslie Billie** (proposed Board member) is the Manager of Communications and Operations for the Newark Education Trust, a non-profit local education fund dedicated to the academic achievement of all students in Newark, N.J. She was also the Project Coordinator for the National Teacher Project at Drew University, where she worked with the associate dean to create a new certification program for teachers.

**Ian MacDonald** (proposed Board member) is a Learning Strategist who builds online and classroom

training curricula for the Fortune 500. He was Western Regional Director of Bilinguals, Inc., where he grew the California business of the company from \$500,000 to \$5,000,000 in under two years, and recruited bilingual related service providers for clinics and schools throughout the region. He also worked for over six years as a teacher and administrator in the NYC public schools. He lived in CSD15 for 11 years, but currently resides in Queens.

**Holly Kilpatrick** is a former administrator of a student work program for NYU Hospital. She has 15 years experience in medical and administrative social work, and is a parent and CSD15 28-year resident.

**Beth Frazier** is a realty professional who brings extensive experience in Brooklyn real estate in addition to her former accounting experience at PricewaterhouseCoopers, where she oversaw national corporate accounts. She was born and raised in CSD15 but currently resides in CSD16.

Public Notice of Board Meetings: The Board of Trustees will meet monthly at the school facility as provided in the Bylaws. The Secretary will be responsible for sending the agenda to each trustee at least seven days in advance, with all relevant materials. Each meeting will start with a public comment period. All meetings will be open to the public in accordance with the Open Meetings Law, and the Board will only go into executive session for reasons set out in the Open Meetings law after passing a resolution detailing these reasons. Minutes of each meeting will be available on request to the school not later than ten days after each meeting. Meetings will be publicized as follows:

- The Board will establish an annual meeting calendar with the time and place of each meeting.
- The calendar will be included in the parent handbook and will be posted on the school's Web site.
- The handbook and Web site will also include a notice stating that the minutes of each meeting will be available on request.
- A notice of each meeting will be posted prominently at the school, on the school Web site, and in the local press as required by the Open Meetings Law.
- Parents will be informed of each meeting at least seven days in advance through the weekly newsletter or other parent communication venue.

Processes to Promote Parental and Staff Involvement in School Governance: In addition to the measures described above relating to the publicizing of board meetings, the Board will reserve a seat for a parent (or guardian) representative. The parent trustee will normally be the elected President of the Parent Teacher Association unless the President does not wish to serve in which case the Board of Trustees will nominate a parent candidate. The parent trustee will be an ex-officio trustee (with the right to vote) and will serve the same term(s) as other Trustees but will cease to be a Trustee if his or her child ceases to be a student at the school during his or her term of office. In addition, Trustees will periodically attend meetings of the Parent Teacher Association and actively solicit feedback from parents.

Staff members are not permitted to be trustees under the General Municipal Law. However, the Executive Director (ED) will attend every Board meeting and other members of the school staff may attend, as requested by the Board. The Board will specifically require the ED to inform members of the school staff, especially the instructional staff, about matters discussed by the Board that are related to their professional responsibilities and to solicit staff feedback and communicate that to the Board on an ongoing basis. In addition, the Board will periodically request presentations from members of the school staff on specific aspects of the school's program.

The Board may solicit additional parents or teachers to participate in specific task forces. The Board can establish task forces or advisory groups to address distinct issues that come to the attention of the Board and require the advice and research of multiple constituents: teachers, parents, staff and, sometimes, students. Input from students' families and all school staff is essential to the continuous improvement of the school and the Board's ability to assess and support BUGS's mission.

**II. C. Staffing and Human Resources**

Staffing Plan for the Term of the Charter: We believe the following staffing structure is aligned with BUGS’s mission, budget, enrollment, and school schedule. It takes into account the growing needs of the school from an enrollment and pedagogical perspective and ensures that teachers, students, and administration receive the organizational support they need to succeed. We focus on building a strong program for students with disabilities, English language learners, and low and high performers alike by providing coordinators and learning specialists and a Special Education Teacher for each grade. We will use our relationships with partner organizations to overcome the challenges of having part-time employees that are the result of budget constraints in Year 1. We will leverage our relationship with the Cooke Center to access experienced, and highly-supported part-time employees for our Assessment Coordinator, Special Education Coordinator, and Social Worker. Part-time teaching positions such as Art/Music and Health/Gym may also be provided by organizations with which we have relationships such as Urban Arts, Brooklyn Conservatory of Music, or Arts Connection. As our revenue and student enrollment increase in years 2-5, we will increase these Coordinator and Teacher positions to full-time, hire paraprofessionals, and provide additional administrative support through a Business Manager. If we co-locate with Brooklyn Prospect Charter School in Years 1 and 2 (see Section III C. Facilities), we may also enjoy efficiencies by sharing staff such as Nurse, Maintenance, and Security.

<b>Title</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Salary</b>
Executive Director	1	1	1	1	1	\$110,000
Principal	1	1	1	1	1	\$100,000
Director of Finance and Operations	1	1	1	1	1	\$80,000
Business Manager	0	0	1	1	1	\$50,000
Assessment Coordinator**	.5	1	1	1	1	\$65,000
Special Education Coordinator**	.5	1	1	1	1	\$65,000
ELL Coordinator	.5	1	1	1	1	\$65,000
Social Worker/Guidance Counselor**	.5	1	1	1	1	\$65,000
Dean of Students	0	1	1	1	1	\$60,000
Learning Specialist**	1	1	2	2	2	\$60,000
ELA Teacher	1	2	3	3	3	\$55,000
Math Teacher/Tech Coordinator	1	2	3	3	3	\$55,000
Social Studies/ELA Teacher (Humanities)	1	2	3	3	3	\$55,000
Science Teacher	1***	2	3	3	3	\$55,000
Special Education Teacher	1	2	3	3	3	\$65,000
Language Teacher	.5	1	2	2	2	\$55,000
Art/Music Teacher*	.5	2	2	2	2	\$55,000
Health/Gym Teacher*	.5	1	1	1	1	\$55,000
Teaching Assistants	0	0	9	9	9	\$35,000
Accounting Manager	0	1	1	1	1	\$50,000
Office Manager	1	1	1	1	1	\$40,000
Administrative Asst/Receptionist	1	1	2	2	2	\$30,000
School Nurse	.5	1	1	1	1	\$70,000
Security*						
Maintenance/Cleaning*						
Total number of students	110	205	300	300	300	

\*All are BUGS staff positions except Security and Maintenance/cleaning positions, who may be consultants, and part-time Art/Music and Gym/Health staff who may be provided by partner organizations in Year 1.

\*\*There is a possibility that these positions may be consultants (through our partnership with the Cooke Center) but are currently reflected in budget as BUGS staff positions. \*\*\* Sustainability Coordinator.

Strategies for Recruiting and Retaining Effective Teachers: The members of the Board along with the Executive Director and Principal will work diligently to attract and retain experienced and skilled teachers. Over our 24 months of planning, the founding group has met many talented educators who have expressed excitement at the possibility of working at BUGS and/or helping to network to find experienced teachers. In addition, we will leverage a number of resources to ensure we are attracting the most qualified and enthusiastic staff possible. The Cooke Center offers to help us access its network in order to recruit and develop our staff, particular those serving Special Education roles. The Brooklyn College Education Department will be a source for recruiting high-achieving new graduates, with place-based or sustainability foci, via two faculty members who are supportive of BUGS. The Cloud Institute will help us locate prospective staff trained and experienced in implementing sustainability curriculum, through their Professional Development and Green School Cohort events. Bank Street College, Teacher's College and Hunter College Graduate School of Education are also excellent local sources, amongst others. Local Organizations such as Center for Family Life Sunset Park, Fifth Avenue Committee and the CBOs with whom we are connected may provide suggestions and support around staff recruitment, with strong language abilities and community connections. In addition, the following organizations provide job postings, fairs, and potential hiring resources for us: Green Charter School Network, Green NYC annual conference, NYC Department of Education job fairs, NYCSI, and the Charter Center.

We have budgeted an average of \$55,000 per general education teacher, \$65,000 per special education teacher and a competitive compensation package in order to attract a solid core of experience. We hope to raise those salary levels as the Board raises money and as the school gains financial efficiency in later years with full student enrollment. We may explore three-year contracts or bonus structure as funds become available, in order to incent staff to stay and ensure low turnover. Above all, we will provide a supportive and collegial professional environment where staff will develop strong relationships with each other, as well as with students and families, and will see their efforts rewarded through student learning. We believe that we will have success developing and retaining high-quality staff members by creating a culture and schedule that support teachers' planning, collaboration, and professional growth. We seek middle school state-certified educators with a demonstrated record of success teaching middle school aged students. We also look closely at individuals who have participated in or led professional development specifically addressing difficulties in educating adolescents. General qualifications applicable for all staff include: strong academic preparation, a high degree of competence, intellectual rigor, emotional maturity, enthusiastic and professional attitude, knowledge of job-related practices, and the ability to further the goals of BUGS. Successful candidates will understand and be committed to the mission, goals, philosophy, and activities of BUGS, as described in the school's charter. Special attention will be paid to the candidate's academic records and previous relevant experience. Prospective job candidates must demonstrate that they are willing and able to provide the support that a diverse student population requires. They must demonstrate their instructional prowess through a model lesson and must have strong references around all aspects of teaching, but particularly in areas of differentiation of instruction, teacher collaboration, innovation, flexibility, and commitment to continuous improvement. Professional development for the entire staff regarding special education and ELL will be extremely important. Much of the training will be provided as part of our summer orientation for teachers.

Plans for Evaluation and Retention: BUGS will employ multiple measures that tap evidence of good teaching practices as well as a variety of student outcomes, including, but not limited to, standardized test score gains. Teacher evaluation will take into account not only student results and gains on standardized tests, but also other measures of student outcomes, such as authentic product assessments, formative and summative assessments and portfolios, in addition to Principal evaluations of teaching practice. The Principal will conduct a formal annual evaluation of each teacher; however, informal evaluations will take place on an ongoing, consistent basis throughout the year. Formal evaluations for faculty will include specific criteria and a narrative summary, which will be in letter form, written by the Principal based on year-to-date observations, objective student assessment data and self-assessments. The focus of the

evaluation letter will be on exceptional strengths and areas for improvement. The ED will also conduct periodic observations throughout the year, but the Principal will have primary responsibility for evaluating teachers. Teachers will also be asked to submit a self-evaluation. Faculty will have individualized professional development plans as part of our continuous cycle of improvement, in which they will set goals for the year. Faculty will receive targeted support from the Principal around the areas they cited for improvement, including professional development, coaching and mentoring by appropriate staff, as well as outside consultants. The Principal will prepare a written report to discuss with the teacher in a formal evaluation conference, and, in consultation with the ED, will determine if the teacher's at-will contract will be renewed.

**Non-Certified Instructional Personnel:** The school reserves the option to employ non-certified teachers so long as they comport to the following: are *exactly* the kind of individual(s) we seek that are committed to doing what it takes to improve student academic performance; fulfill at least one of the four criteria stipulated in Education Law § 2854(3)(a-I); that the total number of such teachers is equal to but not more than 30 percent of the teaching staff, or five teachers, whichever is less; and qualify as subject-based competent pursuant to the federal *No Child Left Behind* Act. Pursuant to the federal Individuals with Disabilities Education Act (IDEA), all teachers providing instruction to students with disabilities (as identified by a Committee on Special Education) will be New York State certified in special education. In addition, if a student has a particular disability in which their primary special education teacher has no background, BUGS will consult with the Cooke Center regarding appropriate methods of instruction.

**Employer-employee relationship:** BUGS strives to be a dynamic learning organization where individual and organizational growth occurs at all levels of the school. We believe in the importance of involving staff members in the decision-making processes at BUGS, particularly during the start-up phase. The ED and Principal will seek teacher input regarding school curriculum, culture, and policy. Teacher input will begin during the summer orientation. We have built time into the schedule for the core teachers and administration to meet as a group once a week, not just for professional development, but also to discuss the school's progress and needs. Each year, faculty will evaluate school leadership and professional development opportunities as determined by an internally created survey that will measure the following domains: Academic Expectations, Communication, Engagement, and Safety and Respect.

## **II. D. Student Recruitment, Enrollment, and Evidence of Demand**

District 15 has a high demand for more quality middle school options, which is only going to increase over the next several years. Between 2006 and 2010, kindergarten enrollment in District 15 has increased by 23%,<sup>23</sup> and more children enroll in the District each year. As *The New York Times* documented recently, due to a combination of stalled new school construction due to budget cuts and increased development, many of District 15's elementary schools are maintaining kindergarten waitlists this spring for the first time.<sup>24</sup> Soon this expanded lower grades enrollment will reach the already straining middle schools in this District.

Currently District 15 enrolls 2,465 3<sup>rd</sup> graders and 2,313 4<sup>th</sup> graders in DOE elementary schools,<sup>25</sup> but there are only 1,491 6<sup>th</sup> grade seats in DOE middle schools, and 200 in the two charter schools<sup>26</sup> currently located in the District. (Brooklyn Prospect Charter School received 600 applications for 100 slots for its

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<sup>23</sup> All enrollment data referred to in this section is from the New York State District Report Card Accountability and Overview Report 2008-2009, <https://www.nystart.gov/publicweb-rc/2009/af/AOR-2009-331500010000.pdf>, and NYC DOE J-Form, 2009-2010 Official Audited October 31<sup>st</sup> Register.

<sup>24</sup> In Packed Districts, Lists for a School Spot Grow, By Fernanda Santos, March 25, 2011, [http://www.nytimes.com/2011/03/26/nyregion/26waitlist.html?\\_r=1](http://www.nytimes.com/2011/03/26/nyregion/26waitlist.html?_r=1)

<sup>25</sup> BUGS will open in fall 2012 so the current 4<sup>th</sup> graders will be our opening 6<sup>th</sup> grade class.

<sup>26</sup> There are currently four charter schools serving this district; when fully enrolled, two of these schools will be K-8, and two will serve grades 6-12. None of these schools has, as of yet, enrolled its full complement of grades. All of them maintain limited target enrollment and do not provide adequate capacity to meet district enrollment needs.



2011 6<sup>th</sup> grade class). The DOE has also recently announced that it will be phasing out two small, low-performing middle schools in the John Jay campus to make way for a new selective high school. The four top performing DOE middle schools<sup>27</sup> have only 747 seats in their current 6<sup>th</sup> grade class. These schools select from an enormous applicant pool and maintain subjective entry criteria including test score cut-offs, interviews and auditions, portfolio reviews, and observations of analytic ability on a math or science problem. Consequently, admissions are extremely competitive<sup>28</sup> and result in the acceptance of a disproportionate number of white and affluent<sup>29</sup> students when compared to these students’ overall representation in the District. These four schools serve 41% of the overall middle school enrollment of CSD 15, but serve 71% of the white students.

<b>2009-2010 D15 Enrollment</b>	<b>ASIAN</b>	<b>BLACK</b>	<b>LATINO</b>	<b>WHITE</b>	<b>ALL</b>
<i>% of ethnic group in all D15 middle schools</i>	8%	48%	29%	15%	100%
<i>% of D15 total ethnic group in top 4 schools</i>	46%	32%	41%	71%	41%
<i>% of total enrollment of top 4 schools</i>	9%	37%	28%	26%	100%

With the exception of this handful of middle schools that serve a large percentage of the district’s white and Asian populations, the majority of CSD 15 middle schools are performing woefully by many measures, as outlined above in Section IC. Hence, the higher-performing students all seek out these top schools in what many district parents have described as an enormously time-consuming and stressful process in which elementary school students are interviewed and auditioned, have their attendance records scrutinized, and, as was articulated at a recent meeting of CSD 15 parents, are pressured to perform well on standardized tests starting in the third grade so that they will have a chance of acceptance at a good middle school.

Due to the shortage of middle school seats, the competitive nature of the admissions process, and our sustainability focus, BUGS has found evidence of great interest in and demand for our proposal. We have spoken about BUGS at several PTA meetings, the CEC meeting for CSD 15, and meetings of community groups such as the Brooklyn Food Coalition’s School Food Initiative, City Councilman Brad Lander’s meeting of CSD 15’s PTA leaders, and Parents for Climate Protection. Our initial surveying has yielded over 290 parent signatures, 100 of which are of parents of 3rd and 4th grade students. The following comments from surveyed parents are indicative of the response we have received:

- *Brooklyn is desperately in need of more good choice in middle schools for our children. BUGS sounds just right!*
- *We have two boys, both of whom are MADE to attend a school such as BUGS.*
- *BUGS is a brilliant idea! I truly hope it becomes a reality and would LOVE to send my daughter, and eventually my son, there.*
- *As a parent and educator, I feel there needs to be more options for middle school in District 15. I believe in the mission and support the creation of BUGS.*

**Recruitment of At-Risk, ELL and Special Education Students:** BUGS will conduct targeted outreach to attract at-risk students in numbers at least equivalent to their representation in the district. BUGS will be open to all students eligible to enroll in New York City schools, with admissions preference given to students residing in CSD 15. We will reach out to advocates for students with disabilities, such as Advocates for Children and New York Lawyers for the Public Interest. We will also work to partner with the local CBOs mentioned above as well as the gardening community in Sunset Park. BUGS’ on-site bilingual social worker will work closely with our families and CBOs to refer students and families to

<sup>27</sup> MS 51, 443, 447 and 448; 70% or more of these students received 3’s or 4’s on the 2009 8<sup>th</sup> Grade proficiency exams.

<sup>28</sup> Reliable anecdotal reports state that MS 51 receives up to 1,000 first and second choice applications for 350 seats; MS 447 receives approximately 800 for 150-180 seats; and MS 443 receives approximately 600 for 160 seats.

<sup>29</sup> According to the CEP data for 2009-2010, the average FRPL rate for these 4 schools was 54%, as compared to 74% of all middle school students in the district. <http://schools.nyc.gov/Accountability/data/default.htm>

social services as needed. We will also seek assistance from the CBOs in educating families of ELL students about charter schools in general and BUGS more specifically. We will leverage best practices in grassroots recruiting as learned by our participation in the Charter Center's ELL Consortium. If, after the first three years of the charter period, we find that our enrollment numbers are disproportionate to the district's demographics, the school may consider reserving seats for students designated as special education and/or ELL in proportion equal to the district average and will aggressively recruit to meet this target.

We are aware that charter schools located in communities that are undergoing "gentrification" have found that their FRPL population may fall as a result. This was the experience of Leadership Prep Charter School in Bedford-Stuyvesant. District 15 is undergoing development, although much of it remains low-income, with several large housing projects located in Red Hook, and in the Gowanus section of Boerum Hill. If we find that BUGS is not meeting its target of 72% FRPL students, we will consider adding a lottery preference for these students on the basis that they are at risk of academic failure. The preference will draw on the experience of Leadership Prep, which instituted such a preference in its second year, and will include such factors as participation in the food stamps program and residence in public housing.

BUGS will also recruit students by placing ads in local newspapers, distributing flyers to community residents and the CBOs mentioned above, and at community board meetings, elementary schools, public housing complexes, community centers, and pediatric clinics. All written materials will be translated into the primary native languages of the school's ELL demographic, including Spanish, Chinese, Polish, Hindi, and Arabic. Since the bulk of the ELL population in CSD 15 is Spanish-speaking, BUGS has already developed outreach materials in Spanish and has identified a Spanish-speaking volunteer to conduct outreach to local Spanish-speaking families. In all outreach for ELL students, we will translate our information into the major home languages. We will also attempt to obtain volunteers, as well as staff members, fluent in at least one of the other prevalent languages. We will conduct presentations for the PTAs of local elementary schools, including those that have large special needs and ELL populations.<sup>30</sup> BUGS will have a table at the Healthy Kids Fair at the YMCA in April 2011, which had 3,000 participants last year, many of whom were from Sunset Park. Through the YMCA, we will distribute literature to parents at the schools they serve with afterschool homework and fitness programs. We will also conduct an on-line social media campaign to inform community residents about the school. Joyce Szulfita, who runs NYC School Help,<sup>31</sup> a popular resource for District 15 parents seeking advice about middle school enrollment, has also offered to help us advertise BUGS once it receives its charter.

## **II. E. Community Involvement**

As described above, District 15 represents a true cross-section of New York City. This District is home to a myriad of neighborhoods that differ culturally, linguistically and economically: the low-income areas, heavily immigrant areas of Sunset Park and Kensington; the housing projects and arts communities of Red Hook and Gowanus; and some of the most desirable real estate in the City in the brownstone neighborhoods of Park Slope and the like. BUGS has started the process of engaging families from all corners of this disparate community by engaging in an ongoing dialogue with CBOs such as the Center for Family Life and UPROSE (the United Puerto Rican Organization of Sunset Park), presenting at meetings of PTAs and the local Community Education Council, and discussing BUGS with the presidents of Community Boards 6 and 7, City Councilman Brad Lander and State Senator Eric Adams. Our outreach has generated a range of letters of support, from organizations and individuals such as the Brooklyn Botanical Garden, the Center for Family Life, the Arab American Association of NY, Groundswell Community Mural Project, the Fifth Avenue Committee, Sustainable Flatbush, the principal of PS 295 and professors from Brooklyn College.

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<sup>30</sup> Such as the Children's School, PS 1, PS 169, PS 94, PS 131, and PS 230.

<sup>31</sup> <http://www.nycschoolhelp.com/>

The “green” focus of our school also offers the opportunity for us to put down roots in the vibrant sustainable food, environmental justice and urban farming movements that are so active in Brooklyn. We have attended numerous local sustainability-oriented events where we received a very positive response. We anticipate that community participation and leadership in sustainability measures such as building a garden, composting, offering recycling for batteries, and cooking will be a natural way to engage many of the parents and local community. The perspective of UPROSE, in particular, has informed our understanding the challenges of engaging Latino youth and families in issues of environmental justice. Asian Americans for Equality, which is interested in strengthening its green initiatives in Brooklyn, is enthusiastic about working with us to develop middle school programming. We intend to continue to reach out to the many community groups that are working in this area and cultivate opportunities for them to involve our students in their work.

In addition, we will involve parents and the community in the planning, implementation and design of the school by: visiting parent groups through CBOS, schools and other venues; conducting informal focus groups, surveys, discussions, and hosting community events like film screenings; performing outreach to churches, salons and other community businesses; inviting parents to join our Founding Team and particularly, our Outreach Advisory Group as ambassadors, and will continue solicit feedback on what kind of school parents and the community want and need, designating a parent representative on the BUGS Board.

### **III. FINANCIAL PLAN**

#### **III. A. Budget**

**A1. Charter School Budget and Cash Flow Template:** BUGS’ financial planning and budgeting process has been designed to ensure adequate resources to fund the school’s mission and educational program as well as follow best practices in financial management. The budget has been prepared after extensive review of other charter school budgets as well as discussions with school leaders, officials at the New York City Charter School Center (the Charter Center) and NYCSI. Attachment 17 Budget and Cash Flow Template is attached.

**Budget Priorities:** Our mission and key design elements are supported by the following budget priorities and assumptions:

1. An Inquiry-Based Study of the Science of Sustainability: Professional Development services provided by our partner, the Cloud Institute of Sustainability, provide curriculum development (aligned with State and Common Core standards), teacher training, database access, and Green school consortium participation to build our interdisciplinary study of sustainability on best and reflective practice. A Science Teacher/Sustainability Coordinator is hired for each grade to explore interdisciplinary instructional strategies and units of study. We include project and fieldwork expenses, including additional student field trip travel (\$150pp) as well as indoor and outdoor gardening supplies and maintenance (\$12,000).

2. Extended Time for Learning: Ten additional instructional days are included plus competitive staff salaries, teacher preparation, and collaborative time to ensure the staff is supported to provide highly effective and differentiated teaching to students throughout the extended school day and year. Afterschool services are provided on or off-site by the Center for Family Life in Sunset Park, which secures their own funding for afterschool programs. Student Metrocards are budgeted for additional days beyond the standard DOE calendar, and all hourly pay, daily expenses and utilities take into account the longer day and year.

**3. A Positive and Inclusive School Climate:** Considering the diversity of our district and the draw of our Sustainability mission, we anticipate an array of student cultures, needs, and abilities. As demonstrated below, we have budgeted a range of specialty staff positions and consulting services to ensure that BUGS’s diverse student body and inclusive environment is a cornerstone of its success.

<i>School Climate</i>	We support a strong advisory program with professional development and consulting services via Educators for Social Responsibility (ESR), ensuring that teachers are trained and supported in their role as advisors and that school discipline and climate are well planned and implemented. A Social Worker is budgeted (part-time in Year 1 and subsequently full-time) to work with families, make referrals to services, and intervene when students demonstrate need. A Dean of Students is hired in Year 2 to lead student discipline and climate, with the Principal serving this role in Year 1.
<i>Special Education Program</i>	We will hire several Special Education professionals to carefully design and support our program: A Special Education teacher supports one CTT class per grade, a fulltime Learning Specialist supports all struggling students by providing remediation, pre-referral interventions, and mandatory Resource Room services (ramping up to 2 of this position by Year 3), and a part-time Special Education Coordinator oversees students’ IEPs. If our special needs student percentages are greater than projected, we will increase this Coordinator position to support those children. All of these positions will benefit from the training, experience and support of the Cooke Center, whose services are both budgeted and pro bono in our start-up phase. In addition to the Cooke Center consulting, there is a possibility that some of BUGS’ Year 1 part-time positions (such as Special Ed Coordinator, Assessment Coordinator and Social Worker) may be best served as Cooke Center consultants (see Staffing Plan).
<i>English Language Learners</i>	In addition to our Learning Specialist positions, an ELL Coordinator is budgeted (part-time in Year 1, full-time by Year 2) to support students and teachers with ELL instruction. Consulting from Teachers College (TC) through our summer institute and coaching sessions, supports our ELA instruction and ensures that literacy is embedded throughout the school to support the literacy needs of ELLs and all of our students. Our partnership with CBOs may provide additional opportunities for in-kind ELL services for both students and families. Translation services and outreach expenditures are budgeted to support deep community outreach to our district’s varied constituents and languages.

**4. Professional Learning Community:** Professional Learning Communities are supported in the budget through regular and substantial time to meet and talk. Summer learning institutes are budgeted on the Professional Development line for ESR, TC, Cooke and Cloud services, as well as July start dates for Coordinators and August for teachers. Common planning time during the school day and year (to plan and assess instructional practices) coincides with Student Enrichment Programs provided by Specials Teachers on Wednesday afternoons to allow for faculty professional development sessions without incurring substitute teaching costs. Math and literacy coaches are budgeted to support staff through TC. Computer assessment programs will provide a process to gather evidence of current levels of student learning and analyze changes in practice, budgeted at \$65/student.

**5. Use of Technology:** We have budgeted a phase-in of technology to support BUGS’s mission to develop media and technological literacy and 21<sup>st</sup>-century skills in our students, to support staff in their assessments, their delivery of highly differentiated instruction, remediation and lesson enhancement, and to provide an overall organizational efficiency. In Year 1, we have budgeted \$30,750 in computers for each staff person (and classroom), as well as printers, projectors, network equipment, and administrative software costs. In Year 2 we purchase Smart Boards and projectors for both our 6<sup>th</sup>- and 7<sup>th</sup>-grade classrooms, as well as additional staff computers for incoming staff. In Year 3, we budget the last set of Smart Boards for grade 8, and budget three laptop carts with 25 computers each, one for each grade. We hope to leverage improvements in technology and cost to purchase iPads, interactive readers, or laptops for each student when additional grant monies are secured. At that point, we may explore digital textbooks and open-source materials to reduce currently budgeted textbook costs. An E-rate of 80% reimbursement on network costs, telephone, Internet, phone and long distance is accounted for on the revenue side. Reimbursement for network equipment is requested in Years 1 and 3 for our temporary and permanent facilities respectively.

### **Revenue and Expenditure Assumptions**

Pre-Opening Budget: As in the rest of our Operating Budget, we take a highly conservative stance and do not assume CSP Grant revenue in our Pre-Opening Period Budget from 1/1/12- 6/30/12. We therefore present a minimal budget to meet the needs of this period. It includes nominal stipends for the Executive Director, Principal, and Director of Finance and Operations (to complete the Pre-Opening Tasks presented in the table below), staff and student recruitment expenses, insurance, and minimal Board training expenses (to be supplemented by cost-free Charter Center services). We assume that legal and other fees can be waived and/or provided by Board connections and that costs around Curriculum Development and other consulting can be deferred until the school's operating budget begins (as has already been discussed with our consulting partners). We are applying for the CSP grant as indicated in this application and will pursue other start-up grants such as the State Stimulus, the Charter Center's Post-Authorization Grant, and possibly the Walton Foundation should our district become eligible. We will leverage our Founding Board's grant and fundraising expertise (with our Marketing & Fundraising Advisory Group) to secure other Environmental and Educational foundation grants, as well as conduct direct appeal and social media campaigns. However, due to the current environment, in which public and private financial resources are limited, we have chosen to take a conservative stance with our pre-opening budget revenue assumptions. With only our basic pre-opening needs set forth, we cover them with each Board member's \$3,000 commitment to donations and/or fundraising. Should we receive the CSP and other start-up funds, we will be in an even stronger position to foster high student achievement with additional funding for professional and curriculum development (around sustainability, ELA, Math, interdisciplinary approaches, school climate), board support, facilities, technology and other equipment, renovation costs, increases in nominal staff stipends, additional resources for student and staff recruitment and more in-depth orientations. These additional start-up funds will help us provide the added support to administrators, teachers, parents, and students that are the hallmark of a well-planned and thoughtfully executed program that helps students flourish.

Operating Budget: Our budget is guided in large part by the following assumptions: we may need to secure a private facility and will incur those expenses starting Year 1 (no DOE co-location); we do not want to have more than four classes per grade, but want to be financially viable in Year 1, so we increase our enrollment in Year 1 from 100 to 110 students, to add efficiency; our Special Education (6% > 60% services) and Free and Reduced Lunch (73%) projections should be more conservative than district demographics so as not to inflate revenue expectations. Both our revenues and expenses are informed by many discussions with other charter schools, conversations with (and data on) other CSD 15 schools, and projection formulas provided by the Charter Center, NYCSI, and NYC DOE's 2010 estimates for such items as IDEA, middle school subsidies, and Title 1. Although we anticipate many efficiencies in facilities and shared staff (security, maintenance, networking etc.) should we co-locate with Brooklyn Prospect Charter School in Years 1 and 2 (see III.C. Facility), we continue our conservative estimates by reflecting facility costs at a higher square footage rate and without co-location cost sharing.

Contingency Planning: BUGS will prepare for variations to the financial plan through a process of strict financial accountability and monitoring at the Board and school leadership levels. We will emphasize timely financial reporting, alternative scenario planning, and regular budget review. The Finance Committee of the Board, in partnership with the ED, will regularly prepare alternative plans for responding to contingencies. They will also ensure that any deviations from the plan are identified on a timely basis. Each year, monthly budgets will be prepared; on a monthly basis, the Finance Committee will review and compare actual to plan results.

Cash Flow, Enrollment or Budget Shortfalls: As with any new operation the start-up and first year periods will be challenging. The Finance Committee and rest of the Board will vigilantly gather and analyze the data to determine what actions must be taken to avoid or address budget shortfalls. We anticipate, but do

not forecast in our budget, that CSP, State Stimulus, Charter Center or other start-up funds may be available-- any one of which would alleviate budget pressure. We have prepared a budget plan that is consistently net income positive. However, we will research the availability of short-term loans through the Charter Center's Start Right Loan or other vehicles, should we experience delays in state and federal funding streams or per pupil allocation from the district. Our extensive analysis of district data, as well as our online and in-person survey results, demonstrate great need and enthusiasm for our school in CSD15. However, if we do not meet these enrollment targets, or experience other budget shortfalls, we will consider the following responses: cuts in administrative expenses, including salary reductions; delays in professional development expenditures; outsourcing of certain administrative duties; curtailment / postponement of initial capital budget; an aggressive fundraising campaign; to the extent a budget shortfall has been precipitated by unexpected costs as opposed to enrollment shortfalls, and to the extent practicable, BUGS will consider expanding school enrollment as well, and; reduction of teaching staff, but only to the extent appropriate given any shortfalls in enrollment. Every effort will be made to ensure that the educational program provided to students is not affected.

**A2. Charter School Program (CSP) Grant:** As stated above, we intend to apply for a Charter School Planning and Implementation Grant (CSP) and await forthcoming instructions. See revised Assurances as per NYSED Modifications Memo 3/16/11.

### **III. B. Financial Management**

Financial Policies and Responsibilities: BUGS's financial management policies and procedures will ensure fiscal responsibility and appropriate management of private and public funding. The Executive Director (ED) will have ultimate responsibility for the school's financial management. BUGS will employ and supervise a Director of Finance and Operations (DFO) to perform and supervise the primary work related to the financial and operational functioning of the school (See Attachment 11). The Board of Trustees will be responsible for overall fiscal oversight and policy development. The DFO and ED will prepare an annual budget, which the Board of Trustees will evaluate and discuss prior to approval. BUGS will use an accrual basis for accounting. The DFO and ED will review actual expenses on a monthly basis to ensure that spending remains consistent with the budget. BUGS Founding Board will lend their expertise to ensure that the budget supports the school's mission, that they develop a financial management plan that is comprehensive, and that each member upholds his/her fiduciary responsibilities. We will continue to work with NYCSI, the Charter Center, CSBM and/or other providers to be a third eye on all policies or procedures including Board support, site visits and back office consultation. Procedural best practices would include: (1) Closing books each month on a timely basis (2) Posting transactions to a general ledger (3) Internal spot audits (4) Monthly budget reports with budget-to-actual (5) Inventory of Assets, including technology and equipment (6) Hiring an external firm to conduct audits.

Tracking Enrollment and Eligibility: The DFO will be responsible for tracking enrollment and attendance eligibility, Title I eligibility, as well as SPED and ELL enrollment as it is associated with state and federal entitlements, as well as other grant funds. The DFO will ensure student data security and will carefully track the eligibility of each student from the student recruitment phase, during registration, and throughout the school year.

Independent Financial Audit: The Board and ED will select and hire a certified public accounting firm to ensure that financial records are kept in accordance with generally accepted accounting principles (GAAP) and to conduct an annual financial audit (which shall be reviewed by a Finance sub-committee of the Board). The annual audit will cover all financial reports including a statement of financial position, a statement of cash flows, a statement of activities, and a schedule of functional expenses, as required by NYSED. This audit will be conducted in accordance with the Government Auditing Standards issued by the Comptroller General of the United States and will be included in the school's Annual Report.

Annual Financial Report: The DFO is responsible for closing the fiscal year on June 30 and for preparing timely and accurate financial statements. An external auditor will be hired to review the validity of the statement and to provide a report containing any significant findings or material weakness in the financial processes of the school. Financial statements and auditors’ findings will be provided to the Board’s Finance Committee for review and comment, and then to the Board. Financial statements and audit reports will be made public via the school’s Web site.

Liability Insurance: The planning team has performed initial research into companies that provide liability insurance for charter schools. The team will contact insurance brokers experienced with charter schools in NY and will obtain competitive quotes for coverage. Coverage will be sought in the following areas: General Liability, Workers Compensation, Employee Benefits Liability, Automobile Liability, Umbrella/Excess Liability, Employment Practices Liability, Educators Legal Liability, School Board Errors & Omissions (Directors and Officers- in effect immediately after chartered), Sexual Misconduct Liability, Crime/Fidelity coverage, Property/Lease and Boiler Coverage, and Student Accident Coverage.

**III. C. Facility**

The BUGS Facilities committee has contacted the Office of Charter Schools within the Division of Portfolio Planning at NYC DOE regarding public space options and has determined that DOE co-location space is unlikely. We have worked with a contact at Civic Builders for advice on private facilities, including cost projections and selection criteria. Considering this input, the BUGS financial plan assumes that a private facility is needed starting Year 1 and would cost approximately \$220,000 in its first year of operation increasing to \$600,000 in its third year. This estimate is predicated on assumptions of 80 square feet/student and \$25/sf/year, which are consistent with facilities costs of comparable schools in CSD15 and the larger New York City area. It also assumes that any costs of retrofitting the facility to be “school ready” (conforming to applicable health, safety, and occupancy requirements) are incorporated into the annual lease costs, which is the case with all of the options presented below.

Enrollment Needs

Based on our plan to enroll 110 students during our first year, we will need approximately 8,800 square feet, assuming 80 square feet per student. We are scouting for permanent locations in Sunset Park, Boerum Hill, and Red Hook, as well as other areas of District 15. The following diagram is a summary of planned space for year one:

<b>Purpose</b>	<b>sq ft.</b>	<b>Number of rooms</b>
Classrooms	3000	4
Main office	500	1
Multi purpose resource	1350	3
Cafeteria	700	1
Admin office	1500	3
Restrooms	700	6
Storage	500	1
<b>TOTAL</b>	<b>8250</b>	<b>19</b>

The BUGS Facilities committee is working with local realtors and community organizations to explore privately leased space in commercial buildings, Catholic schools, and other charter schools, all of which should be accessible to students with disabilities. We have looked at the following privately leased spaces and found them to be feasible options as permanent locations:

213 40th street: This location provides us access to Sunset Park, and enables us to leverage existing afterschool and social programs through the Center for Family Life Sunset Park (CFLSP), as well address

an often-vocalized need for neighborhood Middle School seats. The location allows us to serve the English Language Learners of this neighborhood, a large percentage of who are from recent immigrant families that prefer not to commute to other neighborhoods for schools. This building is an office building requiring full renovation. The owner may renovate the building to our specific needs in compliance with applicable state minimum building codes and fire protection codes with a long-term lease back option. This building is vacant with over 130,000 square feet of unused space and zoned M-1. The owner will need a special use permit to occupy a school from the Board of Standard Appeals. We are negotiating leasing 7,500 feet per year, gradually occupying the first three floors of built out space. Each floor has approximately 10,000 square feet. The owner also owns an empty lot next door that might serve our needs. We anticipate a cost of approximately \$22 per square foot for a fully built out space (our budget currently includes \$25/sq ft). Using: Year 1- 7,500 square feet, Year 2-15,000 square feet, and Year 3-22,500 square feet. The building already has an elevator and is wheelchair accessible.

242 Hoyt Street: This potential location a prior day care center, has great access to subways for all CSD 15 children and bus routes along Smith Street, is suitable for a middle school. This facility is four stories high and has approximately 24,000 square feet. We would occupy the 1st and 2<sup>nd</sup> floors, which already include six classrooms, three administrative offices, and a library. It has outdoor space on the first floor and a play terrace on the roof. This location is in the Boerum Hill section of Brooklyn an eclectic mix of upper, lower, and middle class families, and is home to the Hoyt Street Victory Garden, a community garden oasis with which we may seek to partner should we pursue this location.

255 Butler: 255 Butler is a 35,000 square foot empty facility currently approved for an educational facility, as it was given a special permit by the Board of Standard Appeals. This site will be built to suit our educational and safety needs and could be easily subdivided for instructional classes and administration offices at the owner's expense. The owner has agreed to lease the space triple net lease term at approximately \$25 per square foot built out. This would not include, heat, hot water, taxes, common charges, etc. We would need to lease 7,500 square feet in Year 1 with maximum capacity in Year 3 at 22,500 square feet, occupying at least three floors in the building.

#### Incubator Space

270 Douglass Street: This location will be home to Brooklyn Prospect Charter School (BPCS) starting September 2012. It houses five stories and contains 150,000 square feet total, 72,000 of which is BPCS's. The remaining square footage is Summit Academy's via a separate entrance and divided facilities. We have discussed the possibility of co-locating with BPCS during our incubation period for Years 1 (2012) and 2 (2013), when BPCS is still building its own capacity and has not fully enrolled its high school. We have discussed this option at \$20/square foot triple net lease term, excluding maintenance and utilities. This co-location provides an exciting option for us to share space costs efficiently, perhaps share facilities staff, and help us increase cash flow in Year 1 by possibly using BPCS equipment and furniture instead of outlaying for our own. All of our discussions with BPCS have been encouraging, highly collegial, and collaborative.

### **III. D. Transportation**

BUGS will not provide transportation services directly, but will partner, as all New York City public schools do, with the New York City Department of Education Office of Pupil Transportation to provide Metrocards to all eligible students. Ample subway and bus service runs throughout CSD 15, including the 2-3, BDQ, NR, F and G trains, with many other trains near to CSD 15 as well as roughly 20 different bus routes. We have budgeted the cost of Metrocards for 75% of our students for school days in excess of 180, and we have budgeted \$150/student in field trip expenses to account for fieldwork and project travel. BUGS will work with the local district to ensure that transportation is provided for any students with disabilities in compliance with all local and federal laws, and will not provide transportation to anyone who is ineligible.



### **III. E. Food Service**

BUGS intends to utilize the Office of School Food and Nutrition Services (OSFNS) of NYC DOE to provide breakfast and lunch to the school. OSFNS will provide the food and administer reimbursement from the federal lunch program, reducing the administrative burden on the school. BUGS's financial plan assumes a 50% collection rate from parents under the Federal Free and Reduced-Price Program. BUGS will participate in the Federal free- and reduced-price breakfast, lunch, and snack programs administered by the U.S. Department of Agriculture via OSFNS and will adhere to all applicable requirements including, but not limited to: meal pricing; nutritional value; determination of eligibility; and reporting requirements. BUGS intends to have its own cafeteria with kitchen facilities. However, if the building in which the school is ultimately located does not have these facilities, BUGS will ensure that contractual arrangements provide food services to students directly in the classroom or other suitable common area. The school will provide an on-site refrigerator for short-term milk storage and an eating area/cafeteria for meal consumption. The school will comply with any additional nutritional guidelines from NY State as part of the Healthy Schools Initiative legislatively adopted. BUGS will conduct various "garden to cafeteria" projects to introduce student-grown food as an exciting supplement to the OSFNS offerings. In later years, once the school is established and finances are secure, we plan to explore an even stronger connection to our mission via school food and sustainability and will consider farm-to-table connections with upstate farms, local sources, and food grown by our own students.

### **III. F. Insurance**

The following coverages will be secured to meet all requirements by authorizing agencies and/or additional insureds as appropriate: Coverage/Limit: General Liability/ \$1,000,000 occurrence \$2,000,000 aggregate; Workers Compensation Statutory Limits pursuant to NY laws; Employee Benefits Liability/ \$1,000,000; Automobile/Bus Liability including underinsured and uninsured as needed/ \$1,000,000; Umbrella / Excess Liability above primary program/ \$10,000,000; Employment Practices Liability/ \$1,000,000; Educators Legal Liability/ \$1,000,000; School Board Errors & Omissions (Directors & Officers)/ \$1,000,000; Sexual Misconduct Liability/ \$1,000,000 \$2,000,000 aggregate; Crime / Fidelity Coverage (Bonds)/\$500,000; Property/Lease and Boiler Machinery Coverage Blanket Limits as needed by School, on an all risk of direct physical basis; Student Accident Coverage/ Primary \$25,000 limits and CAT option at \$5,000,000. BUGS will only be placed with at least an "A+" rated insurance carrier as determined by AM Best rating guidelines. BUGS financial plan assumes a total cost of \$20,000/annum for insurance premiums.

III. G. **Pre-Opening Plan** (assuming the school will open in September 2012)

III. H. Task	Date	Steps to Complete	Responsibility	Resources
<b>HUMAN RESOURCES</b>				
Identify and hire Executive Director (ED)	Now-11/15/11 Now-11/15/11	Recruit and hire ED Establish necessary Insurance to cover Board, ED, DFO, & Principal in Pre-opening period	Founding group/Board	Recruit costs(RC) ED Stipend
Identify and hire DFO	12/1/12-4/1/12	Recruit and hire DFO	ED/Founding grp	RC +ED Stipend*
Identify and hire Principal	Now - 1/1/12	Recruit and hire Principal	ED/Founding grp	RC +ED Stipend*
Identify and hire Teachers	1/1/12-3/31/12 7/1/12	Conduct search All teacher hires complete	ED with Principal	Recruiting costs Ed & Stipend*
Identify and hire other staff/contractor	4/1/12 8/15/12	Start search All other hires completed	DFO with ED	Recruiting costs Stipend & Salary
Complete Personnel Manual & other HR docs	3/1/12 4/1/12	Complete draft Legal review and Board approval	Founding group	Pro-bono legal
<b>FUNDRAISING</b>				
Foundation Grants	On-going	Research grants and create BUGS development plan: Walton, Enviro, health grants etc.	FndGrp/Bd/ED	ED Stipend*
Post-authorization Grants	9/1/11 3/1/12	Verify application dates and submit for NYS stimulus funding. Apply for Post-Authorization Grant- Charter Center,	Founding Group, and ED	ED Stipend*
Board Fundraising	Immediately - ongoing	Develop Board fundraising plan Launch social media and on-line fundraising campaign and other events.	Board	None
<b>STUDENT RECRUITMENT</b>				
General recruitment	11/15/11 - 4/1/12 immediately 1/15/12 4/12?	Refine recruitment plan, leverage CBOs, prepare recruit mats, translations, and outreach Start recruitment campaign, Applications due, Conduct Lottery	Founding group/ED	Printing costs, Volunteers Staff Stipends*
ELL Recruitment	11/15/11 11/30/11 12/15/11	Start recruitment of Spanish speaking parents or students for outreach (& other langs) Contact elementary schools & CBOs for outreach dates Hire and train outreach volunteers; start outreach visits.	Founding group/ED	Staff Stipends* Outreach & Transl Volunteers
Special Education Student Recruitment	Immediately 11/15/11	Start visits to organizations serving elementary aged students with disabilities Outreach to CSEs, advocacy groups, and parent representatives. Collaborate w/ Cooke	Founding group/ED	Staff Stipends*
Enrollment	5/1/12 6/1/12	Complete enrollment; identify possible ELL, sped students Obtain all available records	DFO/ED/teachers/AA	Staff Stipends*
<b>FACILITY</b>				
Identify DOE or other incubation space	9/1/11 Post-charter 6/1/11	Inquire on any updates to DOE space options Finish negotiations on possible co-location with Brooklyn Prospect for incubation. Order furniture, computers etc.	Founding group/ED/DFO	Architect fees. Renovation costs
Identify & Prepare long-term Space	Fall 2011 Fall 2011 3/11- 2/12 3/12 5/12 9/12	Secure Finance Agreement Site Acquisition completed <i>Build out</i> Ready for Occupancy Readiness & Beautification Open for school year	Board/ED/DFO	Salaries, Architect & Legal fees, Renovation at Owner's expense.
<b>EDUCATION PROGRAM</b>				

Full Application: Brooklyn Urban Garden Charter School

Curriculum:	4/1/12 to 7/30/12	Finalize scope and sequence and curriculum mapping to ensure alignment with State & Common Core standards, as well as Sustainability themes vertically and horizontally Develop specials curriculum Develop lesson plan template	Principal/teachers (with ED)	Curr Mat's, Cloud fees (deferred to Op Budget and/or CSP)
Assessment:	4/1/12 7/15/12 immediately -7/15/12	Design interim assessments Design data analysis system Develop plan for summer diagnostic and ELL assessments	Principal/AssmCoord/teachers	Op budget Salaries, Cooke Center fee and/or pro bono
Education program	7/1/12 - 8/1/12 7/1/12 - 8/1/12	Develop system for observation and evaluation of teachers Develop system for evaluation of curriculum	Principal/ED w/AssmCoord	Salaries in Operating Budget
Special Education	5/1/12 - 8/1/12	Develop plan for preparing and monitoring IEPs Design non-academic assessments Develop plan for identifying IEP students (all tasks at same time)	Principal & Sped Coord	Stipends/Salaries, Cooke Center fee and/or pro bono
School Climate	5/1/12 - 8/1/12	Develop Advisory, Discipline and School Climate program	Princ/ED/SW	ESR & Cooke fees
Professional development	5/1/12 6/1/12 7/15/12	Develop Summer Institute (teacher on-boarding in Aug) Design pre-service PD Design in-service PD	Principal	Cloud Institute, Teachers College, and ESR fees
<b>FINANCE AND OPERATIONS</b>				
Set up financial procedures	Immediately post-charter	Set up accounting system Identify all reporting requirements	Board, ED w/ DFO after April	Stipend*
Research and purchase student info mngt system	5/1/12 6/1/12	Complete research Purchase and set up system	Board/DFO	Op Budget
DOE/SED relationship	7/1/12	Food, Transportation – initial request, BEDS code, ATS code and access	DFO	None
Set up record-keeping Systems	6/15/12 7/1/12	Student records Immunization & IEP records	DFO	None
<b>GOVERNANCE</b>				
Recruit trustees	Immediately	Recruit trustee connected with the Spanish-speaking community in Sunset Park, high level lawyer, and fundraiser	Board	None
Set up Board Procedures	Once BUGS is incorporated.  Within 30 days of charter issued  Now- 1/1/12	Hold organizational meeting and elect trustees and officers  Ratify By-laws  Clarify Pre-opening Bd roles, Set up Minutes book, Establish meeting calendar, Plan board training, Develop dashboard	Board	None

## V. REQUIRED ATTACHMENTS SUBJECT TO PAGE LIMIT

### Attachment 1: Roster of Key Contacts

Name	Role (Founding Group Member, Proposed Member or Proposed School Employee)
Susan Tenner	Founding Group Member, Proposed Member
Miriam Nunberg	Founding Group Member, Proposed Member
Teri West	Founding Group Member, Proposed Member
Shannon Sharp	Founding Group Member, Proposed Member
Brooks Tanner	Founding Group Member, Proposed Member
Ian McDonald	Founding Group Member, Proposed Member
Holly Kilpatrick	Founding Group Member, Proposed Member
Leslie Billie	Founding Group Member, Proposed Member
Mark Lauterbach	Founding Group Member, Proposed Member
Beth Frazier	Founding Group Member, Proposed Member

**Attachment 2: Certification Statement**

**Attachment 2: Certification Statement**

Proposed Charter School Name The Brooklyn Urban Garden Charter School (BUGS)

Proposed School Location (District) TBD. within CSD 15

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 3/28/11

(Please label the copy that has original signatures)

Print/Type Name SUSAN TENNER

Address 214 22<sup>ND</sup> ST. BROOKLYN, N.Y. 11232

Daytime Phone: 917.566.7682 Email: susan\_tenner@post.harvard.edu

**Attachment 3: Sample Daily Schedule**

<b>Sample 6th Grade Student Schedule</b>						
<b>Time</b>	<b>Period</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:00-9:30	1	ELA	ELA	ELA	ELA	ELA
9:35 – 11:15	2	Science	Social Studies	Science	Social Studies	Science
11:20-12:20	3	Math	Math	Math	Math	Math
12:20-12:45	4	Recess	Advisory	Recess	Advisory	Recess
12:45-1:10	5	Lunch	Lunch	Lunch	Lunch	Lunch
1:10-1:50	6	ELA	ELA	ELA or Academic Intervention	ELA	ELA
1:55 – 2:50	6	Foreign Language or Academic Intervention	Foreign Language or Academic Intervention	Arts / Sports Enrichment	Foreign Language or Academic Intervention	Foreign Language or Academic Intervention
2:55– 3:55	7	P.E.	Music or Art		P.E.	Music or Art
4:00-6:00	After school Activities /Enrichment/Tutoring					

**Attachment 4: Proposed Annual Calendar**

**Proposed Annual Calendar for 2011-2012**

AUG						
SU	M	T	W	TH	F	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPT						
SU	M	T	W	TH	F	SA
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCT						
SU	M	T	W	TH	F	SA
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOV						
SU	M	T	W	TH	F	SA
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DEC						
SU	M	T	W	TH	F	SA
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JAN						
SU	M	T	W	TH	F	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEB						
SU	M	T	W	TH	F	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

MARCH						
SU	M	T	W	TH	F	SA
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL						
SU	M	T	W	TH	F	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY						
SU	M	T	W	TH	F	SA
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE						
SU	M	T	W	TH	F	SA
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July						
SU	M	T	W	TH	F	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Instructional Days Per Term		
Term 1	Aug 22 - Oct 21	43
Term 2	Nov 1 - Dec 23	36
Term 3	Jan 4 - Feb 17	41
Term 4*	Feb 28 - May 3	39
Term 5	May 8 - June 27	31
<b>Total Instructional Days</b>		<b>190</b>
<b>Professional Development</b>		<b>16</b>

Key	
	No School for Staff and Students
	Staff In-Service
	Student Half Day

## **Attachment 5: Proposed Corporate By-laws**

### **BYLAWS**

(as of March 4, 2011)

#### **ARTICLE I: NAME**

The name of the Corporation is Brooklyn Urban Garden Charter School(the “School”).

#### **ARTICLE II: MEMBERSHIP**

The School has no members. The rights which would otherwise vest in the members vest in the Directors of the School (the “Trustees”). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (the “Board”).

#### **ARTICLE III: BOARD OF TRUSTEES**

A. **Powers:** The Board shall conduct or direct the affairs of the School and exercise its powers, subject to the provisions of applicable law (including the Education Law and Not for Profit Corporation Law), as well as the requirements of the School’s Charter and these Bylaws. The Board may delegate the management of the activities of the School to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board’s ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Trustees;
  2. To select and remove Officers, agents and employees of the School; to prescribe powers and duties for them and to fix their compensation;
  3. To conduct, manage and control the affairs and activities of the School, and to make rules and regulations;
  4. To enter into contracts, leases and other agreements which are, in the Board’s judgment, necessary or desirable in obtaining the purposes of promoting the interests of the School;
  5. To carry on the business of operating the School and apply any surplus that results from the business activity to any activity in which the School may engage;
  6. To act as trustee under any trust incidental to the School’s purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
  7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
  8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities, subject to the provisions of the Not for Profit Corporation Law and any limitations noted in the by-laws;
  9. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person’s status as such, subject to the applicable provisions of the New York Not for Profit Corporation Law and the limitations noted in these Bylaws.
- B. **Number of Trustees:** The number of Trustees of the School shall be not fewer than five (5) and shall not exceed fifteen (15). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws.
- C. **Election of Trustees:**



1. Election. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office or, in the event that only one Trustee remains, then by the sole remaining Trustee. Trustees elect assume office subject to approval by the [Charter Entity].
  2. Eligibility. The Board may elect any person who is at least eighteen (18) years old and who, in its discretion, it believes will serve the interests of the School faithfully and effectively.
  3. Interested Persons. Not more than forty percent (40%) of the persons serving on the Board may be interested persons. An “interested person” is: (1) any person currently being compensated by the School for services rendered to it within the previous 12 months, whether as a full time or part time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, domestic partner, sister in law, brother in law, daughter in law, son in law, mother in law or father in law, cousin or cousin in law of any such person.
  4. Term of Office.
    - (a) The Trustees elected shall be divided into three classes for the purpose of staggering their terms of office. The Board Executive Committee will assign each founding Board member to a class prior to the first Board meeting. All classes shall be as nearly equal in number as possible. The assignment of any Board member to a particular class does not in any way restrict that Board member from participating fully in all Board activities and from serving additional terms.
    - (b) The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years. Trustees may not serve more than two consecutive terms.
    - (c) The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee’s election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.
    - (d) A Trustee’s term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the Bylaws, or other Board action.
    - (e) A Trustee’s term of office shall not be extended or shortened beyond that for which the Trustee was elected by amendment of the school’s charter or the Bylaws or other Board action.
  5. Time of Elections. The Board shall elect Trustees whose terms begin on July 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.
- D. **Removal or Suspension of Trustees, Officers and Employees:** The Board may remove or suspend from office by vote of a majority of the entire Board any Trustee, officer or employee engaged under special contract, on examination and due proof of the truth of a written complaint by any Trustee, of misconduct, incapacity or neglect of duty (provided, that at least one week’s previous notice of the proposed action shall have been given to the accused and to each Trustee), in accordance with the applicable provisions of the Education Law and the Not for Profit Corporation Law.
- E. **Resignation by Trustee:** A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the

notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.

- F. **Vacancies:** A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.
- G. **Compensation of Trustees:** Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting School business.

#### **ARTICLE IV: OFFICES**

The School's principal office shall be located at the school operated by the School (the "School Facility"), which shall be at such place as the Board may select from time to time by resolution of a majority of the Board. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary. The School may also have offices at such other places, within the State of New York, as the Board may from time to time determine.

#### **ARTICLE V: MEETINGS OF THE BOARD**

- A. **Place of Meetings.** Board Meetings shall be held at the School Facility or at any other reasonably convenient place as the Board may designate; provided that Board meetings shall be scheduled at least monthly at the School Facility.
- B. **Annual Meeting.** An Annual Meeting shall be held in the month of June of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.
- C. **Frequency of Meetings.** A minimum of twelve (12) meetings (inclusive of the June Annual Meeting and any Special Meetings) shall be scheduled each year on dates determined by the Board; provided that Board meetings shall be scheduled at least monthly at the School Facility.
- D. **Special Meetings.** A Special Meeting shall be held at any time called by the Chair, or by any Trustee upon written demand of not less than one half of the entire Board.
- E. **Adjournment.** A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.
- F. **Notice to Trustees.** Notices to Trustees of Board Meetings shall be given as follows:
  - 1. If the Board fixes the dates of regular meetings (which may include the Annual Meeting) for the year, then such meetings may be held without further notice of time and place. In the event that the date of an Annual Meeting or regular meeting is changed (or a regular meeting is added), written notice of the new meeting date (or the date of the new regular meeting) will be provided at least ten (10) days in advance of the meeting.
  - 2. Special Meetings shall be held upon reasonable notice (at least 48 hours, if practicable).
  - 3. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the School's records, first class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.
- G. **Waiver of Notice.** Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.
- H. **Public Notice.** Public notice of all Board meetings and of all meetings of Committees shall be given in accordance with the requirements of the Article 7 of the Public Officers Law (the "Open

Meetings Law”).

**ARTICLE VI: ACTION BY THE BOARD**

- A. Quorum. Unless a greater proportion is required by law, a majority of the entire Board shall constitute a quorum for the transaction of any business or of any specified item of business.
- B. Action by the Board.
  - 1. Actions Taken at Board Meetings. Any business may be transacted and any corporate action may be taken at any annual, regular or special meeting of the Board at which a quorum is present, whether such business or proposed action be stated in the notice of such meeting or not, unless special notice of such business or proposed action is required by law or by these bylaws. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.
  - 2. Board Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a Board meeting. To the extent permitted by the Open Meetings Law, Trustees participating by means of video conferencing may be counted toward achieving a quorum. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another. Trustees shall not be entitled to vote unless they attend the meeting in person or, to the extent permitted by the Open Meetings Law, by live video conferencing. Trustees participating by means of video conferencing shall do so from a site at which the public may attend, listen and observe. All meetings of the Board are subject to the provisions of the Open Meetings Law.
- C. Committees.
  - 1. Appointment of Committees. The Board may create committees of the Board (each, a “Committee”) for any purpose, and the Chair of the Board shall appoint members to and designate the chairs of such Committees, subject to the approval of the Board. A Committee will consist of not fewer than three Trustees (or not fewer than five Trustees in the case of the Executive Committee), who shall be appointed by the Chair, subject to the approval of the Board.
  - 2. Standing Committees. The Board shall have three standing Committees: an Executive Committee (chaired by the Chair), a Finance Committee (chaired by the Treasurer) and an Education and Accountability Committee. Additional Committee members shall be appointed by the Chair, subject to the approval of the Board.
  - 3. Authority of Committees. The Board may delegate to a Committee any of the authority of the Board, except with respect to:
    - (a) The election of Trustees;
    - (b) Filling vacancies on the Board or any Committee which has the authority of the Board;
    - (c) The amendment or repeal of Bylaws or the adoption of new Bylaws; and
    - (d) The appointment of other Committees, or the members of the Committees.
  - 4. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Committee are to be conducted. In the absence of such prescription, a Committee may prescribe the manner of conducting its proceedings, subject to the provisions of these Bylaws.
- D. Standard of Care.
  - 1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. **Reliance on Others.** In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
  - (a) One or more Officers or employees of the School whom the Trustee believes to be reliable and competent in the matters presented;
  - (b) Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
  - (c) A Committee on which the Trustee does not serve, duly designated in accordance with a provision of the School's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
3. **Investments.** In investing and dealing with all assets held by the School for investment, the Board shall exercise the standard of care described above in Paragraph D.1., and shall consider among other relevant considerations the long and short term needs of the School in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.
- E. **Rights of Inspection.** Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the School, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.
- F. **Participation in Discussions and Voting.** Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving: (a) a conflict of interest for such Trustee (even if such conflict of interest does not constitute a prohibited transaction under applicable law); (b) indemnification of that Trustee uniquely; or (c) any other matter at the discretion of a majority of the Trustees then present.
- G. **Duty to Maintain Board Confidences.** Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

#### **ARTICLE VII: OFFICERS**

- A. **Officers.** The Officers of the School consist of a Chair (the "Chair"), Vice Chair (the "Vice Chair"), a Secretary and a Treasurer. The School also may have such other officers as the Board deems advisable.
  1. **Chair.** Subject to Board control, the Chair has general supervision, direction and control of the affairs of the School, and such other powers and duties as the Board and these bylaws may prescribe. If present, the Chair shall preside at Board meetings.
  2. **Vice Chair.** If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.
  3. **Secretary.** The Secretary shall: (a) keep or cause to be kept, at the School's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Committees, noting the time and place of the meeting, whether it was

regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the School's Charter and Bylaws, with amendments; (c) keep or cause to be kept a copy of the School's incorporation and tax status filings and documentation; (d) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (e) have such other powers and perform such other duties as the Board may prescribe.

4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the School's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the School's monies and other valuables in the School's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the School's funds as the Board directs; (e) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the School's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by any loan agreement; (g) chair the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office.

1. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.
2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.
3. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

- C. Removal and Resignation. The Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the School, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

**ARTICLE VIII: NO LIABILITY OF TRUSTEES; INDEMNIFICATION; INSURANCE**

- A. No Liability of Trustees. The Trustees shall not be personally liable for the School's debts, liabilities or other obligations.
- B. Indemnification. The School shall (in the case of Trustees and Officers) and may (in the case of employees and agents), to the fullest extent permitted by law, indemnify any person made, or threatened to be made, a party or witness to any action, investigation or proceeding by reason of the fact that he or she (or his or her testator) is or was a Trustee, officer, employee or agent of the School, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees. No indemnification may be made to or on behalf of any person if (a) his or her acts were committed in bad faith, or were the result of his or her deliberate dishonesty and were material to such action or proceeding, or (b) he or she personally gained a financial profit or other advantage to which he or she was not legally entitled in the transaction or matter in which indemnification is sought.
- C. Insurance. The School shall have the power to purchase and maintain all insurance policies deemed to be in the best interest of the School, including insurance to indemnify the School for any obligation which it incurs as a result of its indemnification of Trustees, Officers, employees or agents, or to indemnify such persons in instances in which they may be so indemnified.

**ARTICLE IX: CONFLICTS OF INTEREST**

- A. Code of Ethics. The Board shall approve a Code of Ethics applicable to Trustees, officers and employees of the School, compliant with the General Municipal Law, which may be amended from time to time by the Board.
- B. Conflict of Interest. Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or 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 disclosure 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 School's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest 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 present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:
  - 1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and
  - 2. Corrective and disciplinary actions with respect to transgressions of such policies.
- C. For the purpose of this section, 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, trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the School. These provisions will be consistent with the General Municipal Law.

#### **ARTICLE X: OTHER PROVISIONS**

- A. Fiscal Year. The fiscal year of the School begins on July 1 of each year and ends June 30.
- B. Execution of Instruments. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the School to enter into any contract or execute and deliver any instrument in the name of or on behalf of the School. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the School by any contract or engagement, to pledge the School's credit, or to render it liable monetarily for any purpose or any amount.
- C. Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the School may be signed by the Chair of the Board, the Head of School, or Treasurer. Check requests for amounts of \$5,000.00 or greater must be signed by two (2) of these individuals.
- D. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not for Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a School and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.
- E. Interpretation of Charter. To the extent of any conflict between any provision of these by laws and the Open Meetings Law, the Open Meetings Law will control. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

#### **ARTICLE XI: AMENDMENT**

A majority of the Trustees may adopt, amend or repeal these Bylaws, subject to approval by the Charter Entity, where applicable.

**ARTICLE XII: REFERENCES TO DOCUMENTS**

References in these Bylaws to the certificate of incorporation of the School (the “Charter”), or to any other document, shall include all amendments thereto or changes thereof unless specifically excepted.

**CERTIFICATE OF THE SECRETARY**

The undersigned does hereby certify that the undersigned is the Secretary of the School, an education School duly organized and existing under the laws of the State of New York; that the foregoing Bylaws of said School were duly and regularly adopted as such by the Board of Trustees of said School; and that the above and foregoing Bylaws are now in full force and effect.

\_\_\_\_\_  
Secretary of the School

**Attachment 6: Proposed Code of Ethics**

**BROOKLYN URBAN GARDEN CHARTER SCHOOL  
CODE OF ETHICS  
FOR SCHOOL TRUSTEES, OFFICERS AND EMPLOYEES**

The Board of Trustees recognizes that sound, ethical standards of conduct serve to increase the effectiveness of school board trustees and their staff as educational leaders in their community. Actions based on an ethical code of conduct promote public confidence and the attainment of school goals. The Board also recognizes its obligation under the General Municipal Law to adopt a code of ethics consistent with the provisions of the General Municipal Law, setting forth the standards of conduct required of all school trustees, officers and employees.

Therefore, every officer and employee of the school, whether paid or unpaid, including Board Trustees, shall adhere to the following code of conduct:

1. *Gifts:* An officer or employee shall not directly or indirectly solicit any gifts; nor shall an officer or employee accept or receive any single gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

2. *Confidential information:* An officer or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.

3. *Representation before the Board:* An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board.
4. *Representation before the Board for a contingent fee:* An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board, whereby the compensation is to be dependent or contingent upon any action by the school with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.
5. *Disclosure of interest in matters before the Board:* A member of the Board of Trustees and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she has in such matter. The term “interest” means a pecuniary or material benefit accruing to an officer or employee.
6. *Investments in conflict with official duties:* An officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.
7. *Private employment:* An officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.
8. *Future employment:* An officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the district on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

#### *Distribution of Code of Ethics*

The Chief Executive Officer shall cause a copy of this Code of Ethics to be distributed annually to every officer and employee of the school. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment.

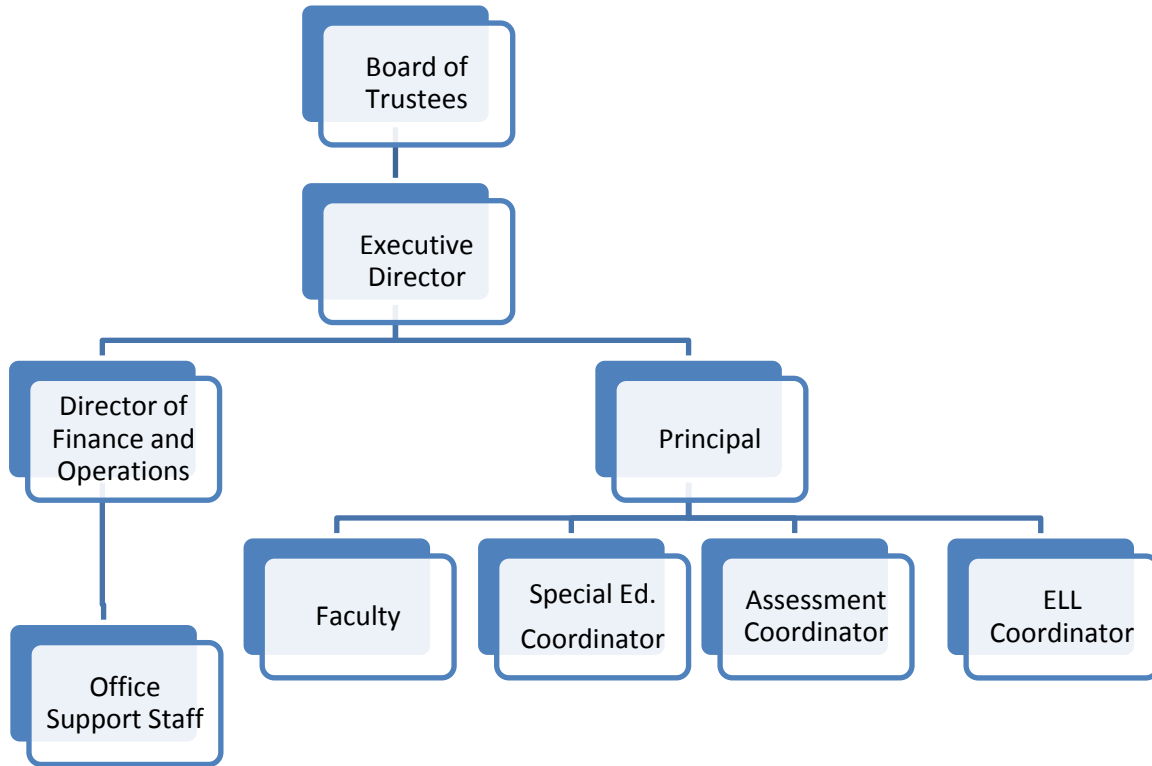
#### *Penalties*

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board’s code of ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.



**Attachment 10: Organizational Chart**

**BROOKLYN URBAN GARDEN CHARTER SCHOOL ORGANIZATIONAL CHART**



**Attachment 11: Key Positions Descriptions**

**Executive Director**

**Responsibilities:**

*Accountability*

- Set high, measurable standards and goals for the school.
- Oversee school-wide long and short-term planning to address student needs.
- Collect data and prepare evidence of the school’s progress toward upholding its mission
- Manage the school in a fiscally sound way.
- Meet with authorizers, auditors as needed and/or required, to oversee compliance.
- Report directly to the board of trustees on all matters.
- Ensure the proper use of student data to drive and improve instruction and to ensure that all students are being treated equitably, regardless of race, national origin, gender or disability status.

*Management/Oversight*

- Implement Board policies.

- Make Be the contact person for parents, and act as Brooklyn Urban Garden Charter School's main spokesperson.
- Conduct parent/guardian outreach to existing and future students' families. Coordinate with Advisors to provide families with more detailed information on student performance and social issues.
- Plan and conduct community meetings and cultivate relationships in the community.
- Develop and implement student recruitment plan to assure proportional enrollment of high-need students, alignment of school enrollees to district demographics, and school mission.
- day-to-day and long term operating and management decisions.
- Lead the human resources committee (or advisory group) to identify, interview, and select qualified applicants.
- Establish job assignments and job titles, in consultation with staff and board identified priorities.
- Assign and supervise school personnel in executing special projects.
- Conduct regular staff meetings to discuss policy changes and other administrative matters.
- Select Community Based Organization to run after school program.
- Provide recognition and celebration for student, staff, and school accomplishments

*Instruction*

- Be familiar with and approve all programs and materials being used in the school.
- Keep abreast of current research, trends, and best practices in education.

*School Climate*

- Creates a positive climate at the school for students, parents and staff.
- Sets and enforces the discipline policy of the school, in conjunction with the Principal.
- Works with Social Worker to support student needs and reach out to parents.

*Community Outreach, Parent Relations and Student Recruitment*

*Budget and Finance*

- Prepares and oversees the budget, in consultation with the Director of Finance and Operations.
- Prepare and implement Development Plan, oversee grant writing and funder relationships.

*Facilities*

- Works with the DFO and Board to identify, establish and manage a permanent location for the school.

**Qualifications**

- Masters degree in Education, Public Administration, Business, or other management-related degree.
- Excellent written and oral communication skills
- Successful leadership experience in a senior administrative position within a school, non-profit, or other organization- preferably working with a board and ideally within a charter school
- Experience or familiarity with data management
- Successful fundraising experience.
- Experience working with academic and operational staff and with diverse populations of students, parents and families
- Understanding of relevant laws and regulations and experience in legal/regulatory compliance
- Ability to work with nonprofit organizations and relevant government agencies
- Agreement with and commitment to BUGS' academic goals and educational philosophy, and commitment to the principles of environmental sustainability.
- Understands the purpose and structure of charter schools in New York State

- Background checks and child abuse registry checks will be conducted for every employee in accordance with the law.

## **Principal**

### **Responsibilities**

- Serve as the instructional leader for the school.
- Select, supervise, monitor & evaluate teachers and academic support team.
- Support the ED and the instructional staff in implementing the mission of the school.
- Serve as a liaison for communications between the teaching staff and the Executive Director.
- Lead the ongoing development, improvement, and evaluation of curriculum.
- Conduct school-wide long and short-term planning.
- Plan and facilitate professional development to implement the curriculum, provide a positive school climate and meet the needs of all students.
- Facilitate and monitor all assessments, and ensure proper development of school created assessments through supervision of the Assessment Coordinator.
- Schedule all classes and staffing.
- Coordinate student and teacher data management.
- Enforce the discipline policy, acting as Dean of Students (in Year 1); Supervise Dean of Students (as of Year 2).
- Supervise and support the Assessment, ELL and Special Education Coordinators.
- Ensure intervention services are being provided to at-risk students.
- Coordinate after-school tutoring for at-risk students.
- Coordinate the identification and procurement of books and teaching materials for programs and classroom libraries.
- Plan and organize semi-annual parent-teacher meetings.
- Assist in making formal reports to the board of trustees and chartering entity on student academic performance, conduct, school safety and related matters.
- Oversee authorizer compliance in areas of responsibility

### **Qualifications**

- Master's degree in Education, administrative certification preferred.
- Special Education and/or ELL certification welcomed but not mandatory.
- Knowledge of and experience with assessments and relevant technologies, as well as understanding of and experience in using student assessment data to drive instructional planning.
- Experience in curriculum design and/or educational research.
- Training in and knowledge of inquiry and/or project-based instructional approaches, sustainability, and interdisciplinary planning preferred.
- Minimum of 3 years working in a school environment in teaching or administrative capacity, preferably in a middle school setting, administrative experience preferred.
- Commitment to accountability, including a rigorous student assessment regime, and strong teacher support
- Background checks and child abuse registry checks will be conducted for every employee in accordance with the law.

## **Director of Finance and Operations**

### **Responsibilities**

#### *Budget Administration and Financial Management*

- Work closely with the Executive Director to ensure sound fiscal management of the school.
- Supervise Office Support staff including: the Administrative Assistant, Office Manager and Bookkeeper
- Manages annual budget creation process with Executive Director
- Manages annual financial audit, tax filings and 990 filing with auditor
- Oversee all bookkeeping, monthly financial reconciliations, and monthly financial statements
- Maintains itemized spreadsheet of revenues and expenses
- Manage all fiscal reporting to all constituents including Charter authorizer and Board of trustees
- Responsible for tax reporting to IRS and individuals
- Responsible for deposits, transfers, financial reimbursement procedures and bill paying
- Responsible for semi-monthly payroll and all relevant fringe benefits
- Completes all federal, state and city grant administration/reporting
- Select and oversee vendors, as needed, to procure products and services
- Manages purchasing, disbursement and maintenance of school supplies, materials and equipment
- *Compliance*
- Manages all compliance responsibilities including Title I-V, teacher certification, safety, fire drill coordination, health, fingerprinting, software compliance, COBRA letters, student lottery, annual sexual harassment seminar and legal issues with pro bono attorneys
- Manages compliance related to Board of Trustees and charter renewal
- Administrates annual parent survey
- *Technology Functions*
- Oversee technology needs and supervise creation of technology plan
- Supervise information technology providers and act as first level of response for technology troubleshooting and implementation
- Oversee ERATE application process
- Responsible for school website and coordinate staff created content

#### *Student Records*

- Maintains student records– updates contact, health and emergency information
- Ensures that student information is accurate and filed as required by state law
- Coordinates academic data entry by teachers for report cards
- Manages/tracks attendance and lateness of students
- Work closely with other schools on the transfer of credit and related issues

#### *Student Enrollment*

- Manages student recruitment process, including outreach and tours for parents
- Oversees student enrollment
- Maintains student waiting list according to state law, receives and organizes applications
- Ensures new student lottery is run in compliance with law, works with Office Manager to document that process is followed by impartial party (auditor, board member)

#### *Food Services*

- Manages school nutrition program
- Ensures that parents complete forms to determine price of meals, free, reduced price or full price

- Ensures and tracks meal distribution
- Reports meal counts for reimbursement by appropriate State authorities
- Ensures compliance with Department of Health food service standards

#### *Transportation*

- Manages student transportation by bus and other modes, for arrival, dismissal and field trips
- Coordinates processes for students entering, leaving and moving around the building

#### *Facilities*

- Coordinate school safety and facility inspection
- Facilities coordination, e.g. cafeteria, nurse, security and custodian
- Manage lease/purchase negotiations, maintenance and renovations
- Maintain system to address facility needs – lighting, repairs, emergency cleanup, etc.
- Supports long-term planning for use of permanent facility
- Schedules and logs fire drills in accordance with laws
- Manages aspects of facilities such as, lease/purchase negotiations, maintenance and renovations

Full

#### *Human Resource Administration*

- Participate in staff recruitment, selection, retention and dismissal decisions
- Coordinates job fairs, phone and in-person interviews
- Manages personnel files and ensures that all paperwork is complete for school staff
- Contracts with appropriate vendors for payroll, liability and property insurance, employee health insurance and benefits; accounting, transportation, food and other goods and services
- Acquaint new employees with benefits and insurance packages
- Provide for coverage for absent staff
- Administers Annual staff survey, compiles statistics and files all surveys

#### *Development and Marketing*

- Works with Executive Director to implement and apply for grants and conduct fundraising activities; manages fundraising events; coordinates grant reporting
- Plan after school partnerships and administer
- Selects and implements fundraising software

### **Special Education Coordinator**

#### **Responsibilities:**

- Supervise the Special Education teachers and Learning Specialists.
- Oversee modifications of the academic and behavioral approach to meet the needs of students with Individualized Education Programs (IEPs) and 504 plans.
- Work with teachers to ensure implementation of all students' IEP's and 504 plans.
- Serve as the Section 504 Compliance Officer for the school.
- Coordinate the SST and Section 504 Committee.
- Address long and short-term planning for individual needs of students with disabilities, in conjunction with all relevant special and general education staff.
- Evaluate the progress of students with IEPs and 504 plans.
- Report to the Principal.
- Prepare written reports accurately and submit in a timely manner.

- Act as professional liaison between school and home when necessary.
- Serve as advocate for students.
- Remain current on special education law and regulations, and help inform school staff.
- Maintain student records and information in compliance with all applicable regulations.
- Serve as primary liaison with CSE of students' districts of residence.
- Attend all CSE meetings with families.

*Work with Principal to:*

- Identify and refer children with special needs
- Work with teachers on accommodations and interventions; communicate with parents and service providers, psychologist, DOE, etc.
- Coordinate special services with DOE/CSE : make recommendations to families.
- Organize testing and observation, supervise services, integrate providers into classrooms
- Participate in on-going discussions with staff about children and families

**Qualifications:**

- Appropriate state certification as a special education teacher (and/or ELL certifications) and any other credentialing required and applicable.
- Ability to communicate and work effectively with parents.
- Ability to adapt to individuals' specific needs and utilize varied teaching methodologies to accommodate students' unique learning styles.
- Ability to adapt to differences and changes in characteristics of students' programs.
- Ability to evaluate tests and measures of achievement.
- Ability to work effectively as a team member.
- Willingness to stay current and participate in professional development of special education practices.
- Three years of prior experience in special education, preferably in an urban setting.
- Background checks and child abuse registry checks will be conducted for every employee in accordance with the law.

**Assessment Coordinator**

**Responsibilities:**

- Implement state and school mandated assessment programs.
- Select and implement baseline formative assessments for all entering students, and for all enrolled students on a periodic basis.
- Maintain database of assessment data.
- Work with teachers to develop and monitor all students' Individualized Learning Plans
- Collaborate with core subject teachers to develop periodic summative assessments.
- Work closely with the faculty and Principal to evaluate student progress and make the necessary modifications to the curriculum and instruction based on these data.
- Prepare and present written reports to the Board, administration and faculty,
- Provide professional development to the staff related to assessment.
- (This position will also receive professional development and on-going support from our partnership with the Cooke Center for Learning and Development).

**Qualifications:**

- Ability to communicate and work effectively with teachers and staff.
- Ability to evaluate tests and measures of achievement.
- Ability to work effectively as a team member.

- Willingness to stay current and participate in professional development of assessment practices.
- Three years of prior experience in assessment, preferably in an urban setting.
- Background checks and child abuse registry checks will be conducted for every employee in accordance with the law.

## **ELL Coordinator**

### **Responsibilities**

- Coordinate program for ELL students.
- Ensure that Home Language Survey, LAB-R and NYSESLAT are administered properly.
- Establish protocols for ensuring effective use of SIOP methodology in classrooms.
- Collaborate with classroom teachers to utilize, develop, and infuse developmentally appropriate SIOP techniques, engaging curricula and instructional materials in order to ensure equal access for ELL students.
- Work with core teachers to modify work where necessary to meet the needs of the ELL students.
- Provide ESL instruction where necessary on a push-in and pull-out basis.
- Work with designated Technology Coordinator, and DFO, to identify and procure appropriate software to assist in developing English language skills.
- Use student data on an on-going basis to assess, to plan/modify instruction, and to monitor student learning.

### **Qualifications:**

- Master's Degree in Education.
- Two years as an ESL teacher, ideally in a middle school setting.
- Appropriate New York State certifications preferred.
- Bilingual (English/Spanish) helpful.
- Understanding and knowledge of ESL techniques and strategies for different levels of language acquisition for English language learners, especially the SIOP approach.
- Experience with oral language assessments, LAB-R, and NYSESLAT.
- Background checks and child abuse registry checks will be conducted for every employee in accordance with the law.

**Attachment 17: Budget and Cash Flow Template**

Brooklyn Urban Garden Charter School PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD January 1, 2012 to June 30, 2012			DESCRIPTION OF ASSUMPTIONS
Total Revenue	33,000		
Total Expenses	30,833		
Net Income	2,167		
Actual Student Enrollment	-		
Total Paid Student Enrollment	110		
	START-UP PERIOD		
<b>REVENUE</b>			
<b>REVENUES FROM STATE SOURCES</b>			
Per Pupil Revenue	CY Per Pupil Rate		
Brooklyn Urban Garden Charter School	13,527		
School District 2 (Enter Name)	-		
School District 3 (Enter Name)	-		
School District 4 (Enter Name)	-		
School District 5 (Enter Name)	-		
School District 6 (Enter Name)	-		
School District 7 (Enter Name)	-		
School District 8 (Enter Name)	-		
School District 9 (Enter Name)	-		
School District 10 (Enter Name)	-		
School District 11 (Enter Name)	-		
School District 12 (Enter Name)	-		
School District 13 (Enter Name)	-		
School District 14 (Enter Name)	-		
School District 15 (Enter Name)	-		
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 Developm.)			
Other			
Other			
<b>TOTAL REVENUE FROM STATE SOURCES</b>			
<b>REVENUE FROM FEDERAL FUNDING</b>			
IDEA Special Needs			
Title I			
Title Funding - Other			
School Food Service (Free Lunch)			
Grants			
Charter School Program (CSP) Planning & Implementation			
Other			
Other			
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>			
<b>LOCAL and OTHER REVENUE</b>			
Contributions and Donations	33,000		Board fundraising and donations at \$3000 per 11 Founding/Board Members
Fundraising			
Entre Reimbursement			
Earnings on Investments			
Interest Income			
Food Service (Income from meals)			
Text Book			
OTHER			
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	33,000		
<b>TOTAL REVENUE</b>	<b>33,000</b>		
<b>EXPENSES</b>			
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>			
	No. of Positions		
Executive Management	-	10,000	Executive Director Stipend
Instructional Management	-	5,000	Principal Stipend
Deans, Directors & Coordinators	-		
CFO / Director of Finance	-		
Operation / Business Manager	-	5,000	OPD Stipend
Administrative Staff	-		
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	<b>20,000</b>	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>			
Teachers - Regular	-		
Teachers - SPED	-		
Substitute Teachers	-		
Teaching Assistants	-		
Specialty Teachers	-		



**Brooklyn Urban Garden Charter School  
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD  
January 1, 2012 to June 30, 2012**

		33,000	DESCRIPTION OF ASSUMPTIONS
<b>Total Revenue</b>		33,000	
<b>Total Expenses</b>		30,833	
<b>Net Income</b>		2,167	
<b>Actual Student Enrollment</b>		-	
<b>Total Paid Student Enrollment</b>		110	
		<b>START-UP PERIOD</b>	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
<b>TOTAL INSTRUCTIONAL</b>	-	-	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	-	20,000	
<b>PAYROLL TAXES AND BENEFITS</b>			
Payroll Taxes	-	-	
Fringe / Employee Benefits	-	-	
Retirement / Pension	-	-	
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	-	
<b>TOTAL PERSONNEL SERVICE COSTS</b>	-	20,000	
<b>CONTRACTED SERVICES</b>			
Accounting / Audit	-	-	
Legal	-	-	
Management Company Fee	-	-	
Nurse Services	-	-	
Food Service / School Lunch	-	-	
Payroll Services	-	-	
Special Ed Services	-	-	
Tillement Services (i.e. Title I)	-	-	
Other Purchased / Professional / Consulting	-	-	
<b>TOTAL CONTRACTED SERVICES</b>	-	-	
<b>SCHOOL OPERATIONS</b>			
Board Expenses	5,000	5,000	Initial governance and board development training
Classroom / Teaching Supplies & Materials	-	-	
Special Ed Supplies & Materials	-	-	
Textbooks / Workbooks	-	-	
Supplies & Materials other	-	-	
Equipment / Furniture	-	-	
Telephone	-	-	
Technology	-	-	
Student Testing & Assessment	-	-	
Field Trips	-	-	
Transportation (student)	-	-	
Student Services - other	-	-	
Office Expense	-	-	
Staff Development	-	-	
Staff Recruitment	2,500	2,500	Postings, files and conferences
Student Recruitment / Marketing	2,500	2,500	Workshops, advertisements, lottery
School Meals / Lunch	-	-	
Travel (Staff)	-	-	
Fundraising	-	-	
Other	-	-	
<b>TOTAL SCHOOL OPERATIONS</b>	10,000	10,000	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>			
Insurance	833	833	Liability and Directors & Officers
Jenitorial	-	-	
Building and Land Rent / Lease	-	-	Brokerage and legal fees waived
Repairs & Maintenance	-	-	
Equipment / Furniture	-	-	
Security	-	-	
Utilities	-	-	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	833	833	
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-	

**Brooklyn Urban Garden Charter School  
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD  
January 1, 2012 to June 30, 2012**

		33,000	DESCRIPTION OF ASSUMPTIONS
<b>Total Revenue</b>		33,000	
<b>Total Expenses</b>		30,833	
<b>Net Income</b>		2,167	
<b>Actual Student Enrollment</b>		-	
<b>Total Paid Student Enrollment</b>		110	
		<b>START-UP PERIOD</b>	
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>		-	
<b>TOTAL EXPENSES</b>		30,833	
<b>NET INCOME</b>		2,167	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>			
Brooklyn Urban Garden Charter School	-	-	
School District 2 (Enter Name)	-	-	
School District 3 (Enter Name)	-	-	
School District 4 (Enter Name)	-	-	
School District 5 (Enter Name)	-	-	
School District 6 (Enter Name)	-	-	
School District 7 (Enter Name)	-	-	
School District 8 (Enter Name)	-	-	
School District 9 (Enter Name)	-	-	
School District 10 (Enter Name)	-	-	
School District 11 (Enter Name)	-	-	
School District 12 (Enter Name)	-	-	
School District 13 (Enter Name)	-	-	
School District 14 (Enter Name)	-	-	
School District 15 (Enter Name)	-	-	
School District - ALL OTHER	-	-	
<b>TOTAL ENROLLMENT</b>	-	-	
<b>REVENUE PER PUPIL</b>		-	
<b>EXPENSES PER PUPIL</b>		-	

Brooklyn Urban Garden Charter School PROJECTED CASH FLOW FOR PRE-OPENING PERIOD January 1, 2012 to June 30, 2012								Brooklyn Urban Garden Charter School PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR * July 1, 2012 to June 30, 2013												
								* This section should be left blank unless and/or until the charter agreement is duly modified to include a planning year												
	2011	2012	2013	2014	2015	2016	2017	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>TOTAL REVENUE</b>	6,500	6,500	6,500	6,500	6,500	6,500	6,500													30,000
Total Expenses	6,833	6,833	6,833	6,833	6,833	6,833	6,833													30,833
Net Income	(333)	(333)	(333)	(333)	(333)	(333)	(333)													(3,000)
Cash Flow Adjustments																				
Beginning Cash Balance																				
Net Income	(333)	(333)	(333)	(333)	(333)	(333)	(333)													(3,000)
<b>REVENUE</b>																				
<b>REVENUE FROM STATE SOURCES</b>																				
Per Full Revenue																				
Brooklyn Urban Garden Charter School																				
School District 2 (State Name)																				
School District 3 (State Name)																				
School District 4 (State Name)																				
School District 5 (State Name)																				
School District 6 (State Name)																				
School District 7 (State Name)																				
School District 8 (State Name)																				
School District 9 (State Name)																				
School District 10 (State Name)																				
School District 11 (State Name)																				
School District 12 (State Name)																				
School District 13 (State Name)																				
School District 14 (State Name)																				
School District 15 (State Name)																				
School District - ALL OTHERS																				
TOTAL Per Full Revenue (Average Districts Per Full Funding)																				
Social Education Expense																				
Grants																				
Mentors																				
SDCC (Department of Youth and Community Development)																				
Other																				
Other																				
TOTAL REVENUE FROM STATE SOURCES																				
<b>REVENUE FROM FEDERAL FUNDING</b>																				
OSM Special Needs																				
Title I																				
Title Funding - Other																				
School Food Service (Free Lunch)																				
Grants																				
Charter School Program (CSP) Planning & Implementation																				
Other																				
TOTAL REVENUE FROM FEDERAL SOURCES																				
<b>LOCAL AND OTHER REVENUE</b>																				
Contributions and Donations	6,500	6,500	6,500	6,500	6,500	6,500	6,500													
Fundraising																				
Fund Development																				
Funding on Investments																				
Interest Income																				
Fund Service (Income from meals)																				
Tax Sub																				
Other																				
TOTAL REVENUE FROM LOCAL AND OTHER SOURCES	6,500	6,500	6,500	6,500	6,500	6,500	6,500													
<b>TOTAL REVENUE</b>	6,500	6,500	6,500	6,500	6,500	6,500	6,500													30,000
<b>EXPENSES</b>																				
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>																				
Executive Management																				
Administrative Management																				
Class, Directors & Coordinators																				
CFO / Director of Finance																				
Director / Business Manager																				
Administrative Staff																				
TOTAL ADMINISTRATIVE STAFF																				
<b>INSTRUCTIONAL PERSONNEL COSTS</b>																				
Teachers - Regular																				
Teachers - SPED																				
Substitute Teachers																				
Teaching Assistants																				
Resource Teachers																				
Aides																				
Transcripts & Coordinators																				
Other																				
TOTAL INSTRUCTIONAL																				
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>																				
Clerk																				
Custodian																				
Recruiter																				
Other																				
TOTAL NON-INSTRUCTIONAL																				
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>																				30,000
<b>PAYROLL TAXES AND BENEFITS</b>																				
Payroll Taxes																				
Fringe Benefits/Retiree																				
Retirement / Pension																				
TOTAL PAYROLL TAXES AND BENEFITS																				
<b>TOTAL PERSONNEL SERVICE COSTS</b>																				30,000
<b>CONTRACTED SERVICES</b>																				
Accounting / HR																				
Legal																				
Management Company Fee																				
Home Services																				
Food Service / School Lunch																				
Payroll Services																				
School RI Services																				
Therapist Services (A - Title I)																				
Other Purchased/Professional Consulting																				
TOTAL CONTRACTED SERVICES																				
<b>SCHOOL OPERATIONS</b>																				
Board Expenses	6,500																			
Classroom / Teaching Supplies & Materials																				
General RI Supplies & Materials																				
Textbooks / Workbooks																				
Supplies & Materials other																				
Equipment / Furniture																				

Full Application: Brooklyn Urban Garden Charter School

Brooklyn Urban Garden Charter School PROJECTED CASH FLOW FOR PRE-OPENING PERIOD January 1, 2012 to June 30, 2012								Brooklyn Urban Garden Charter School PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR * July 1, 2012 to June 30, 2012												
	2012	2013	2014	2015	2016	2017	TOTAL	* This section should be left blank unless and/or until the charter agreement is duly modified to include a planning year												
	January	February	March	April	May	June	TOTAL	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>TOTAL REVENUE</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	0.00	1,987	11,147	1,987	10,000	-	24,021	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>NET INCOME</b>	(000)	3,000	(11,147)	3,000	(10,000)	0.00	3,147	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Cash Flow Adjustments</b>	-	(300)	3,000	(1,400)	1,100	(3,000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>NET INCOME</b>	(300)	3,000	(11,147)	3,000	(10,000)	0.00	3,147	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>OPERATIONS</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Training & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trip	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Development	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruitment	-	600	600	600	-	-	2,500	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment/Marketing	-	600	600	600	-	-	2,500	-	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Printing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	0.00	1,987	11,147	1,987	10,000	-	24,021	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Insurance	600	-	-	-	-	-	600	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Landfill/Lease	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	600	-	-	-	-	-	600	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	600	-	-	-	-	-	600	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>COMMUNICATION &amp; ADVERTISING</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>LIQUIDATION RESERVE &amp; RESERVE / CONTINGENCY</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	0.00	1,987	11,147	1,987	10,000	-	24,021	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>NET INCOME</b>	(300)	3,000	(11,147)	3,000	(10,000)	0.00	3,147	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>CASH FLOW ADJUSTMENTS</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>OPERATING ACTIVITIES</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Example - All Cash Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Operating Activities</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>INVESTING ACTIVITIES</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Example - Sale of Property and Equipment Excesses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Investing Activities</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>FINANCING ACTIVITIES</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Example - All Expend/Proceed from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Financing Activities</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>NET INCOME</b>	(300)	3,000	(11,147)	3,000	(10,000)	0.00	3,147	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	(300)	3,000	(1,400)	1,100	(3,000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>ENDING CASH BALANCE</b>	(300)	3,000	(1,400)	1,100	(3,000)	3,147	3,147	-	-	-	-	-	-	-	-	-	-	-	-	-



Full Application: Brooklyn Urban Garden Charter School

Brooklyn Urban Garden Charter School PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2012 to June 30, 2013							DESCRIPTION OF ASSUMPTIONS						
	LEGISLATIVE	STATE	FEDERAL	LOCAL	OTHER	TOTAL							
<b>Total Revenue</b>	310,884	4,938	280,884	4,938	305,249	4,938	308,465	26,633	326,944	26,633	302,579	32,519	1,935,600
<b>Total Expenses</b>	117,091	159,369	143,926	139,528	165,997	139,660	177,510	142,885	144,772	167,735	149,535	150,572	1,798,679
<b>Net Income</b>	193,792	(154,432)	136,958	(134,591)	139,251	(134,722)	130,955	(116,352)	182,172	(141,102)	153,044	(118,053)	136,920
<b>Cash Flow Adjustments</b>													
<b>Beginning Cash Balance</b>	2,167	195,959	41,527	178,485	43,894	183,145	48,423	179,378	63,026	245,198	104,096	257,140	2,167
<b>Net Income</b>	195,959	41,527	178,485	43,894	183,145	48,423	179,378	63,026	245,198	104,096	257,140	139,087	139,087

Brooklyn Urban Garden Charter School PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS July 1, 2012 to June 30, 2013													
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>Total Revenue</b>	310,884	4,938	280,884	4,938	305,249	4,938	308,465	26,633	326,944	26,633	302,579	32,519	1,935,600
<b>Total Expenses</b>	117,091	159,369	143,926	139,528	165,997	139,660	177,510	142,885	144,772	167,735	149,535	150,572	1,798,679
<b>Net Income</b>	193,792	(154,432)	136,958	(134,591)	139,251	(134,722)	130,955	(116,352)	182,172	(141,102)	153,044	(118,053)	136,920
<b>Cash Flow Adjustments</b>													
<b>Beginning Cash Balance</b>	2,167	195,959	41,527	178,485	43,894	183,145	48,423	179,378	63,026	245,198	104,096	257,140	2,167
<b>Net Income</b>	195,959	41,527	178,485	43,894	183,145	48,423	179,378	63,026	245,198	104,096	257,140	139,087	139,087

REVENUE	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.' Year Budget &amp; Assumptions*.</b>													
<b>REVENUES FROM STATE SOURCES</b>													
Per Pupil Revenue													
Brooklyn Urban Garden Charter School	247,995	--	247,995	--	247,995	--	247,995	--	247,995	--	247,995	--	1,407,970
School District 1 (Enter Name)	--	--	--	--	--	--	--	--	--	--	--	--	--
School District 2 (Enter Name)	--	--	--	--	--	--	--	--	--	--	--	--	--
School District 3 (Enter Name)	--	--	--	--	--	--	--	--	--	--	--	--	--
School District 4 (Enter Name)	--	--	--	--	--	--	--	--	--	--	--	--	--
School District 5 (Enter Name)	--	--	--	--	--	--	--	--	--	--	--	--	--
School District 6 (Enter Name)	--	--	--	--	--	--	--	--	--	--	--	--	--
School District 7 (Enter Name)	--	--	--	--	--	--	--	--	--	--	--	--	--
School District 8 (Enter Name)	--	--	--	--	--	--	--	--	--	--	--	--	--
School District 9 (Enter Name)	--	--	--	--	--	--	--	--	--	--	--	--	--
School District 10 (Enter Name)	--	--	--	--	--	--	--	--	--	--	--	--	--
School District 11 (Enter Name)	--	--	--	--	--	--	--	--	--	--	--	--	--
School District 12 (Enter Name)	--	--	--	--	--	--	--	--	--	--	--	--	--
School District 13 (Enter Name)	--	--	--	--	--	--	--	--	--	--	--	--	--
School District 14 (Enter Name)	--	--	--	--	--	--	--	--	--	--	--	--	--
School District 15 (Enter Name)	--	--	--	--	--	--	--	--	--	--	--	--	--
School District - All OTHER	--	--	--	--	--	--	--	--	--	--	--	--	--
<b>TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)</b>	247,995	--	247,995	--	247,995	--	247,995	--	247,995	--	247,995	--	1,407,970
Special Education Revenue	27,951	--	27,951	--	27,951	--	27,951	--	27,951	--	27,951	--	167,706
Grants													
Edmulus	--	--	--	--	--	--	--	--	--	--	--	--	--
DYCD (Department of Youth and Community Development)	--	--	--	--	24,368	--	--	--	24,368	--	--	--	48,735
Other	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	25,500
<b>TOTAL REVENUE FROM STATE SOURCES</b>	300,196	4,250	280,196	4,250	304,561	4,250	300,196	4,250	304,561	4,250	280,196	4,250	1,755,406
<b>REVENUE FROM FEDERAL FUNDING</b>													
IDEA Special Needs	--	--	--	--	--	--	--	--	--	--	--	--	--
Title I	--	--	--	--	--	--	23,544	17,058	17,058	17,058	17,058	23,544	117,720
Title Funding - Other	--	--	--	--	--	--	--	--	--	--	--	--	--
School Food Service (Free Lunch)	--	--	--	--	--	--	--	--	--	--	--	--	--
Grants													
Charter School Program (OSP) Planning & Implementation	--	--	--	--	--	--	--	--	--	--	--	--	--
Other	--	--	--	--	--	--	--	--	--	--	--	--	--
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	--	--	--	--	--	--	23,544	17,058	17,058	17,058	17,058	23,544	117,720
<b>LOCAL and OTHER REVENUE</b>													
Contributions and Donations	30,000	--	--	--	--	--	--	--	--	--	--	--	30,000
Fundraising	--	--	--	--	--	--	--	--	--	--	--	--	--
Date Reimbursement	--	--	--	--	--	--	4,037	4,037	4,037	4,037	4,037	4,037	24,224
Earnings on Investments	--	--	--	--	--	--	--	--	--	--	--	--	--
Interest Income	--	--	--	--	--	--	--	--	--	--	--	--	--
Food Service (Income from meals)	--	--	--	--	--	--	--	--	--	--	--	--	--
Text Book	--	--	--	--	--	--	--	--	--	--	--	--	--
OTHER	688	688	688	688	688	688	688	688	688	688	688	688	8,280
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	30,688	688	688	688	688	688	4,725	4,725	4,725	4,725	4,725	4,725	62,474
<b>TOTAL REVENUE</b>	310,884	4,938	280,884	4,938	305,249	4,938	308,465	26,633	326,944	26,633	302,579	32,519	1,935,600
<b>EXPENSES</b>													
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>													
Executive Management	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	110,000
Instructional Management	9,333	9,333	9,333	9,333	9,333	9,333	9,333	9,333	9,333	9,333	9,333	9,333	110,000
Deans, Directors & Coordinators	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	65,000
CFO / Director of Finance	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	80,000
Operation / Business Manager	--	--	--	--	--	--	--	--	--	--	--	--	--
Administrative Staff	9,833	9,833	9,833	9,833	9,833	9,833	9,833	9,833	9,833	9,833	9,833	9,833	117,000
<b>TOTAL ADMINISTRATIVE STAFF</b>	39,417	39,417	39,417	39,417	39,417	39,417	39,417	39,417	39,417	39,417	39,417	39,417	469,000
<b>INSTRUCTIONAL PERSONNEL COSTS</b>													
Teachers - Regular	--	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	221,667
Teachers - SPED	--	636	636	636	636	636	636	636	636	636	636	636	7,600
Substitute Teachers	--	--	--	--	--	--	--	--	--	--	--	--	--
Teaching Assistants	--	--	--	--	--	--	--	--	--	--	--	--	--
Specialty Teachers	--	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	120,000
Aides	--	--	--	--	--	--	--	--	--	--	--	--	--
Technicians & Counselors	--	2,708	2,708	2,708	2,708	2,708	2,708	2,708	2,708	2,708	2,708	2,708	32,500
Other	--	4,933	4,933	4,933	4,933	4,933	4,933	4,933	4,933	4,933	4,933	4,933	59,167
<b>TOTAL INSTRUCTIONAL</b>	--	41,670	41,670	41,670	41,670	41,670	41,670	41,670	41,670	41,670	41,670	41,670	500,500
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>													

Brooklyn Urban Garden Charter School PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS July 1, 2012 to June 30, 2013													
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>Total Revenue</b>	310,884	4,938	260,884	4,938	305,249	4,938	308,465	26,633	326,944	26,633	302,579	32,519	1,935,600
<b>Total Expenses</b>	117,091	159,369	143,926	139,528	165,997	139,660	177,510	142,985	144,772	167,735	149,535	150,572	1,798,679
<b>Net Income</b>	193,793	(154,432)	136,958	(134,591)	139,251	(134,722)	130,955	(116,352)	182,172	(141,102)	153,044	(118,053)	136,920
<b>Cash Flow Adjustments</b>													
<b>Beginning Cash Balance</b>	2,167	195,959	41,527	178,485	43,894	183,145	48,423	179,378	63,026	245,198	104,096	257,140	2,167
<b>Net Income</b>	195,959	41,527	178,485	43,894	183,145	48,423	179,378	63,026	245,198	104,096	257,140	139,087	139,087
<b>PERSONNEL SERVICE COSTS</b>													
None	-	-	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	29,167
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	29,167
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	35,417	77,065	80,011	80,011	80,011	80,011	80,011	80,011	80,011	80,011	80,011	80,011	912,625
<b>PAYROLL TAXES AND BENEFITS</b>													
Payroll Taxes	5,773	5,773	5,773	5,773	5,773	5,773	5,773	5,773	5,773	5,773	5,773	5,773	69,280
Fringe / Employee Benefits	15,358	15,358	15,358	15,358	15,358	15,358	15,358	15,358	15,358	15,358	15,358	15,358	184,292
Retirement / Pension	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	21,131	21,131	21,131	21,131	21,131	21,131	21,131	21,131	21,131	21,131	21,131	21,131	253,572
<b>TOTAL PERSONNEL SERVICE COSTS</b>	56,548	98,226	101,142	101,142	101,142	101,142	101,142	101,142	101,142	101,142	101,142	101,142	1,166,200
<b>CONTRACTED SERVICES</b>													
Accounting / Audit	-	-	-	-	-	-	4,000	-	-	-	8,000	8,000	20,000
Legal	417	417	417	417	417	417	417	417	417	417	417	417	5,000
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	614	614	614	614	614	614	614	614	614	614	6,136
Payroll Services	240	240	240	240	240	240	240	240	240	240	240	240	2,875
Special Ed Services	-	-	200	200	200	200	200	200	200	200	200	200	2,400
Treatment Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	2,050	2,050	2,050	2,050	2,050	2,050	2,050	2,050	2,050	2,050	2,050	2,050	24,600
<b>TOTAL CONTRACTED SERVICES</b>	2,706	2,706	3,520	3,520	3,520	3,520	7,520	3,520	3,520	3,520	11,520	11,520	60,614
<b>SCHOOL OPERATIONS</b>													
Board Expenses	417	417	417	417	417	417	417	417	417	417	417	417	5,000
Classroom / Teaching Supplies & Materials	8,600	8,600	-	-	-	-	-	-	-	-	-	-	17,200
Special Ed Supplies & Materials	500	500	-	-	-	-	-	-	-	-	-	-	1,000
Textbooks / Workbooks	2,406	2,406	2,406	2,406	2,406	2,406	2,406	2,406	2,406	2,406	2,406	2,406	28,872
Supplies & Materials other	4,023	4,023	2,010	2,010	2,010	2,010	2,010	2,010	2,010	2,010	2,010	2,010	24,120
Equipment / Furniture	17,050	17,050	-	-	-	-	-	-	-	-	-	-	34,100
Telephone	240	240	240	240	240	240	240	240	240	240	240	240	2,880
Technology	-	-	-	-	-	17,938	2,563	2,563	2,563	2,563	2,563	2,563	30,750
Student Testing & Assessment	-	-	1,788	-	-	1,788	-	-	1,788	-	-	-	1,788
Road Trips	-	-	1,650	1,650	1,650	1,650	1,650	1,650	1,650	1,650	1,650	1,650	19,800
Transportation (Student)	-	-	371	371	371	371	371	371	371	371	371	371	3,713
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expenses	1,698	1,698	1,698	1,698	1,698	1,698	1,698	1,698	1,698	1,698	1,698	1,698	20,376
Staff Development	-	-	-	-	-	15,000	1,100	1,100	1,100	1,100	1,100	1,100	13,200
Staff Recruitment	-	-	-	-	-	750	1,000	1,000	1,000	750	750	-	5,000
Student Recruitment / Marketing	-	600	600	-	-	1,200	1,200	1,200	1,200	-	-	-	6,000
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	83	83	83	83	83	83	83	83	83	83	83	83	1,000
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	125	125	125	125	125	125	125	125	125	125	125	125	1,500
<b>TOTAL SCHOOL OPERATIONS</b>	35,139	35,729	11,308	6,990	33,459	7,122	40,972	10,447	12,234	10,197	8,997	10,034	222,718
<b>FACILITY OPERATION &amp; MAINTENANCE</b>													
Insurance	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000
Janitorial	1,250	1,250	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	27,500
Building and Land Rent / Leases	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	220,000
Repairs & Maintenance	417	417	417	417	417	417	417	417	417	417	417	417	5,000
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	2,896	2,896	2,896	2,896	2,896	2,896	2,896	2,896	2,896	2,896	34,752
Security	1,031	1,031	2,063	2,063	2,063	2,063	2,063	2,063	2,063	2,063	2,063	2,063	24,756
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	22,698	22,698	27,875	27,875	27,875	27,875	27,875	27,875	27,875	27,875	27,875	27,875	324,148
<b>DEPRECIATION &amp; AMORTIZATION</b>													
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	-	-	25,000	-	-	-	25,000
<b>TOTAL EXPENSES</b>	117,091	159,369	143,926	139,528	165,997	139,660	177,510	142,985	144,772	167,735	149,535	150,572	1,798,679
<b>NET INCOME</b>	193,793	(154,432)	136,958	(134,591)	139,251	(134,722)	130,955	(116,352)	182,172	(141,102)	153,044	(118,053)	136,920
<b>CASH FLOW ADJUSTMENTS</b>													
<b>OPERATING ACTIVITIES</b>													
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Operating Activities</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>INVESTMENT ACTIVITIES</b>													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Investment Activities</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>NET INCOME</b>	193,793	(154,432)	136,958	(134,591)	139,251	(134,722)	130,955	(116,352)	182,172	(141,102)	153,044	(118,053)	136,920
<b>Beginning Cash Balance</b>	2,167	195,959	41,527	178,485	43,894	183,145	48,423	179,378	63,026	245,198	104,096	257,140	2,167
<b>ENDING CASH BALANCE</b>	195,959	41,527	178,485	43,894	183,145	48,423	179,378	63,026	245,198	104,096	257,140	139,087	139,087

Brooklyn Urban Garden Charter School PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS July 1, 2012 to June 30, 2013													
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>Total Revenue</b>	310,884	4,938	260,884	4,938	305,249	4,938	308,465	26,633	326,944	26,633	302,579	32,519	1,935,600
<b>Total Expenses</b>	117,091	159,369	143,926	139,528	165,997	139,660	177,510	142,985	144,772	167,735	149,535	150,572	1,798,679
<b>Net Income</b>	193,793	(154,432)	136,958	(134,591)	139,251	(134,722)	130,955	(116,352)	182,172	(141,102)	153,044	(118,053)	136,920
<b>Cash Flow Adjustments</b>													
<b>Beginning Cash Balance</b>	2,167	195,959	41,527	178,485	43,894	183,145	48,423	179,378	63,026	245,198	104,096	257,140	2,167
<b>Net Income</b>	195,959	41,527	178,485	43,894	183,145	48,423	179,378	63,026	245,198	104,096	257,140	139,087	139,087
<b>FINANCING ACTIVITIES</b>													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Financing Activities</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>NET INCOME</b>	193,793	(154,432)	136,958	(134,591)	139,251	(134,722)	130,955	(116,352)	182,172	(141,102)	153,044	(118,053)	136,920
<b>Beginning Cash Balance</b>	2,167	195,959	41,527	178,485	43,894	183,145	48,423	179,378	63,026	245,198	104,096	257,140	2,167
<b>ENDING CASH BALANCE</b>	195,959	41,527	178,485	43,894	183,145	48,423	179,378	63,026	245,198	104,096	257,140	139,087	139,087</



Brooklyn Urban Garden Charter School						DESCRIPTION OF ASSUMPTIONS	
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD							
*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	1,935,600	3,411,911	5,095,077	5,096,029	5,146,670		
Total Expenses	1,798,679	3,115,891	4,611,282	4,556,925	4,667,345		
Net Income (Before Cash Flow Adjustments)	136,920	297,020	483,795	539,103	479,325		
Actual Student Enrollment	110	205	300	300	300		
Total Paid Student Enrollment	110	205	300	300	300		
	Year 1 2012	Year 2 2013	Year 3 2014	Year 4 2015	Year 5 2016		
*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5							
Per Pupil Revenue Percentage Increase							
	0.0%	0.0%	0.0%	0.0%	0.0%		
<b>REVENUE</b>							
<b>REVENUES FROM STATE SOURCES</b>							
Per Pupil Revenue	CY Per Pupil Rate						
Brooklyn Urban Garden Charter School	15,027						
School District 2 (Enter Name)	-	-	-	-	-	Preliminary 2011-12 reimbursement; grows 1%/year as per Charter Center	
School District 3 (Enter Name)	-	-	-	-	-		
School District 4 (Enter Name)	-	-	-	-	-		
School District 5 (Enter Name)	-	-	-	-	-		
School District 6 (Enter Name)	-	-	-	-	-		
School District 7 (Enter Name)	-	-	-	-	-		
School District 8 (Enter Name)	-	-	-	-	-		
School District 9 (Enter Name)	-	-	-	-	-		
School District 10 (Enter Name)	-	-	-	-	-		
School District 11 (Enter Name)	-	-	-	-	-		
School District 12 (Enter Name)	-	-	-	-	-		
School District 13 (Enter Name)	-	-	-	-	-		
School District 14 (Enter Name)	-	-	-	-	-		
School District 15 (Enter Name)	-	-	-	-	-		
School District - ALL OTHER	-	-	-	-	-		
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,027						
Special Education Revenue	167,706	315,968	466,573	471,259	475,961	Center)	
Grants							
Stimulus	-	-	-	-	-		
DYCD (Department of Youth and Community Developm)	48,730	-	-	-	-	DYCD Startup @443 per middle school student in Y1	
Other	51,000	-	-	-	-	NYC Startup fund	
Other	-	-	-	-	-		
TOTAL REVENUE FROM STATE SOURCES	1,755,406	3,116,404	4,606,241	4,652,304	4,660,627		
<b>REVENUE FROM FEDERAL FUNDING</b>							
IDEA Special Needs		16,988	31,977	47,363	47,736	Center)	
Title I	117,730	221,561	327,507	330,782	334,096	Center)	
Title Funding - Other	-	-	-	-	-		
School Food Service (Free Lunch)	-	-	-	-	-		
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-		
Other	-	-	-	-	-		
Other	-	-	-	-	-		
TOTAL REVENUE FROM FEDERAL SOURCES	117,730	238,569	359,484	378,046	381,426		
<b>LOCAL and OTHER REVENUE</b>							
Contributions and Donations	30,000	30,000	30,000	30,000	30,000	Board fundraising and donations at \$3000 per 10 members	
Fundraising	-	-	-	-	-		
Estate Reimbursement	24,224	13,523	76,852	13,179	13,517	30% of phone, network equip Y1&2, network support, cable (75% 73%)	
Earnings on Investments	-	-	-	-	-		
Interest Income	-	-	-	-	-		
Food Service (Income from meals)	-	-	-	-	-		
Text Book	-	-	-	-	-		
OTHER	8,226	15,175	30,506	32,500	32,500	NYC/IL Instructional materials aid @(\$17)/student	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	62,474	57,908	136,352	65,679	66,017		
<b>TOTAL REVENUE</b>	<b>1,935,600</b>	<b>3,411,911</b>	<b>5,095,077</b>	<b>5,096,029</b>	<b>5,146,670</b>		
<b>EXPENSES</b>							
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>							
	No. of Positions						
Executive Management	1.00	110,000	110,300	116,599	120,200	123,806	Executive Director
Instructional Management	1.00	100,000	100,000	106,000	109,275	112,551	Principal
Deans, Directors & Coordinators	2.00	65,000	195,700	203,271	207,610	213,947	2
CFO / Director of Finance	1.00	30,000	62,400	94,072	87,410	90,041	Director of Finance and Operations
Operation / Business Manager	-	-	-	53,045	54,630	56,215	Business Manager added in Y3
Administrative Staff	2.00	70,000	120,600	155,135	163,966	169,239	Office Mgr, Admin Asst in Y1; Accounting Mgr in Y2; 2nd Admin Asst in Y3
TOTAL ADMINISTRATIVE STAFF	7.00	475,000	810,000	721,412	743,054	765,546	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	4.00	201,667	403,334	700,144	711,300	742,036	ELA, Math, Social Studies, Science; 4 added in Y 2 & 3; start 8/1 in Y1
Teachers - SPED	1.00	59,583	159,560	256,876	213,062	219,474	1 SPED Teacher added Y 1, 2 & 3; start 8/1 in Y1
Substitute Teachers	-	7,000	14,000	21,000	21,000	21,000	10 Substitute days/teacher/year@(\$175)/day (includes coverage for PD)
Teaching Assistants	-	-	-	334,154	344,209	354,235	9 Assistants added in Y3
Specialty Teachers	3.00	110,000	185,400	312,965	323,354	333,028	3
Aides	-	-	-	-	-	-	
Therapists & Counselors	1.00	29,792	66,920	68,959	71,027	73,128	1 Social Worker start 8/1 in Y1; to 1.0 in Y2
Other	2.00	58,417	109,200	175,049	180,300	185,792	5 Art & 5 PD/Health in Y1; to 1.0 & add 1 Music in Y2
TOTAL INSTRUCTIONAL	11.00	466,456	1,023,400	1,619,220	1,673,172	1,800,723	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>							
Nurse	1.00	29,167	73,100	74,263	76,491	78,766	1 Nurse start 8/1 in Y1; to 1.0 in Y2
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	

Brooklyn Urban Garden Charter School						DESCRIPTION OF ASSUMPTIONS
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						
*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.						
	1,935,600	3,412,911	5,095,077	5,096,029	5,146,670	
<b>Total Revenue</b>	1,935,600	3,412,911	5,095,077	5,096,029	5,146,670	
<b>Total Expenses</b>	1,798,679	3,115,891	4,611,282	4,556,925	4,667,345	
<b>Net Income (Before Cash Flow Adjustments)</b>	136,920	297,020	483,795	539,103	479,325	
<b>Actual Student Enrollment</b>	110	205	300	300	300	
<b>Total Paid Student Enrollment</b>	110	205	300	300	300	
		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
		<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
TOTAL NON-INSTRUCTIONAL	1.00	26,167	72,100	74,263	76,491	79,706
SUBTOTAL PERSONNEL SERVICE COSTS	19.00	917,228	1,713,500	2,214,901	2,282,718	2,772,365
<b>PAYROLL TAXES AND BENEFITS</b>						
Payroll Taxes		69,200	130,013	196,423	204,306	210,518
Fringe / Employee Benefits		194,295	346,948	527,859	543,695	560,002
Retirement / Pension		-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		263,495	476,961	724,282	747,901	770,520
TOTAL PERSONNEL SERVICE COSTS	19.00	1,180,723	2,190,461	2,939,183	3,030,619	3,542,885
<b>CONTRACTED SERVICES</b>						
Accounting / Audit		20,000	20,000	21,318	21,855	22,513
Legal		5,000	5,000	5,000	5,000	5,000
Management Company Fee		-	-	-	-	-
Nurse Services		-	-	-	-	-
Food Service / School Lunch		6,139	11,442	16,744	16,744	16,744
Payroll Services		2,875	3,625	6,100	6,283	6,472
Special Ed Services		2,000	2,000	2,122	2,185	2,251
Talent Services (A. Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		24,600	25,338	26,098	26,861	27,628
TOTAL CONTRACTED SERVICES		60,614	69,447	77,382	79,948	82,664
<b>SCHOOL OPERATIONS</b>						
Board Expenses		5,000	5,150	5,305	5,464	5,628
Classroom / Teaching Supplies & Materials		17,200	30,487	42,430	42,616	42,769
Special Ed Supplies & Materials		1,000	1,030	1,061	1,092	1,126
Textbooks / Workbooks		38,500	33,250	33,250	30,000	30,000
Supplies & Materials other		10,050	15,275	20,500	20,500	20,500
Equipment / Furniture		34,100	26,205	27,796	5,464	5,628
Telephone		2,880	2,965	3,050	3,147	3,244
Technology		30,750	53,700	114,250	3,400	3,400
Student Testing & Assessment		7,150	13,225	19,500	19,500	19,500
Field Trips		16,500	30,750	45,000	45,000	45,000
Transportation (student)		3,713	6,919	10,125	10,125	10,125
Student Services - other		-	-	-	-	-
Office Expenses		20,375	33,575	47,657	48,118	50,292
Staff Development		22,000	22,000	23,340	24,240	24,761
Staff Recruitment		6,000	5,150	5,305	5,464	5,628
Student Recruitment / Marketing		6,000	6,180	6,365	6,556	6,753
School Meals / Lunch		-	-	-	-	-
Travel (Staff)		1,000	2,670	4,660	4,368	4,952
Funraising		-	-	-	-	-
Other		1,500	1,546	1,591	1,637	1,686
TOTAL SCHOOL OPERATIONS		222,718	396,802	411,234	377,624	381,290
<b>FACILITY OPERATION &amp; MAINTENANCE</b>						
Insurance		20,000	20,000	21,318	21,855	22,513
Janitorial		27,500	30,000	31,927	32,782	33,769
Building and Land Rent / Lease		220,000	410,000	600,000	600,000	600,000
Repairs & Maintenance		5,000	5,150	5,305	5,464	5,628
Equipment / Furniture		-	-	-	-	-
Security		28,900	29,829	30,724	31,645	32,592
Utilities		22,688	46,125	67,500	67,500	67,500
TOTAL FACILITY OPERATION & MAINTENANCE		324,148	540,804	756,573	759,245	761,968
<b>DEPRECIATION &amp; AMORTIZATION</b>						
DISOLUTION ESCROW & RESERVES / CONTINGENCY		25,000	25,000	25,000	-	-
<b>TOTAL EXPENSES</b>		1,798,679	3,115,891	4,611,282	4,556,925	4,667,345
<b>NET INCOME</b>		136,920	297,020	483,795	539,103	479,325
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>						
Brooklyn Urban Garden Charter School		110	205	300	300	300
School District 2 (Enter Name)		-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-
School District 6 (Enter Name)		-	-	-	-	-
School District 7 (Enter Name)		-	-	-	-	-
School District 8 (Enter Name)		-	-	-	-	-
School District 9 (Enter Name)		-	-	-	-	-
School District 10 (Enter Name)		-	-	-	-	-
School District 11 (Enter Name)		-	-	-	-	-
School District 12 (Enter Name)		-	-	-	-	-
School District 13 (Enter Name)		-	-	-	-	-
School District 14 (Enter Name)		-	-	-	-	-
School District 15 (Enter Name)		-	-	-	-	-
School District - ALL OTHER		-	-	-	-	-
<b>TOTAL ENROLLMENT</b>		110	205	300	300	300



Brooklyn Urban Garden Charter School						DESCRIPTION OF ASSUMPTIONS
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						
*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	1,825,600	3,412,911	5,095,077	5,096,029	5,146,670	
Total Expenses	1,798,679	3,115,891	4,611,282	4,556,925	4,667,345	
Net Income (Before Cash Flow Adjustments)	136,920	297,020	483,795	539,103	479,325	
Actual Student Enrollment	110	205	300	300	300	
Total Paid Student Enrollment	110	205	300	300	300	
	Year 1	Year 2	Year 3	Year 4	Year 5	
	2012	2013	2014	2015	2016	
REVENUE PER PUPIL	17,396	16,648	16,984	16,987	17,156	
EXPENSES PER PUPIL	16,207	15,199	15,371	15,190	15,568	
<b>CASH FLOW ADJUSTMENTS</b>						
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	136,920	297,020	483,795	539,103	479,325	
Beginning Cash Balance	-	136,920	433,941	917,736	1,456,839	
ENDING CASH BALANCE	136,920	433,941	917,736	1,456,839	1,936,164	

## VI. REQUIRED ATTACHMENTS NOT SUBJECT TO PAGE LIMIT

### Attachment 7: Resumes/CVs of Prospective Founding Group Members

#### SUSAN TENNER

- ◆ A seasoned educational consultant with experience developing educational and social programs for children & families, serving in both managerial and direct service or teaching capacities—with a focus on constructivist early childhood programs, school-age arts programs and hands-on experiential education. ◆

#### MANAGEMENT EXPERIENCE

**INDEPENDENT CONSULTANT**- Brooklyn, NY **Mar 2004-Present**  
• Provide education consulting, program and funding development, research, program evaluation, curriculum writing, and staff development and training. Clients include A-ha! Learning Partners, American Liver Foundation, and PS 295 The Studio School of Arts and Culture. Currently Co-Founding the Brooklyn Urban Garden School.

**DIRECTOR OF NATIONAL ACCOUNTS, ARAMARK Educational Resources**  
(currently *Knowledge Learning Corporation*)- NY, NY **Oct 1999 – Aug 2003**  
• Consulted to organizations on employee work/life issues, focusing on child care needs and services.  
• Oversaw corporate-sponsored child care programs and customized Early Childhood Schools for large, national clients (e.g. Intel and Ford Financial).  
• Managed client relationships from initiation thru implementation.  
• Developed and performed Teacher trainings.  
• Supervised Parent Hotline staff and Account Managers.  
• Served as a project manager—providing a single point of contact for clients, managing team tasks and focus, coordinating internal and external resources to complete projects on time and on budget.  
• Prepared proposals, developed consulting methodology, conducted focus groups, designed and conducted surveys, prepared and presented reports, advised clients on creating or modifying work/life programs or schools.  
• Sold and managed approximately \$5 million in new business annually.  
• Established new collaborations and systems to improve the operations of fast-growing start-up business.  
• Organized participation in conferences and work/life organizations.

Awards: Excellence in Sales Performance 2002, Sales Person of the Year 2002, Commitment to Service Excellence 2001, Team Player of 2000.

Training: Boston College Center for Work and Family- Work/Life Measurement Course 2002, Penn. State Smeal School of Business- ARAMARK Strategic Leadership Program 2001, Reggio Emilia Early Childhood Education Study Tour- Italy 2000, Lesley College Reggio Emilia Childcare Approach Workshop 2000.

**ARTS DIRECTOR, Friends School**- Baltimore, MD **Dec 1996 - June 1998**  
• Developed and directed an after-school arts program aimed at enhancing the Multiple Intelligences, social development, and team cooperation of elementary-aged children.  
• Oversaw budget and staff, designed and facilitated visual and theatrical arts curriculum, and planned all-day academic retreats and community service projects.  
• Evaluated program impact using feedback from parents, teachers, administrators, and child participants.

**CONSULTANT, International Youth Foundation**- Baltimore, MD *part-time* Jan 1997 - July 1998  
• Researched potential corporate and individual donors.  
• Assisted with report writing, editing, researching, statistical preparation, and promotional video production.

**ASSOCIATE PRODUCER, Maryland Public Television**- Owings Mills, MD *part-time* Jan 1997 - Aug 1998  
• Assisted with all aspects of creative and administrative program production for children's educational TV, women and health documentaries, and on-air pledge drives.  
• Researched and wrote scripts, designed website content and format, recruited and supervised talent, oversaw digital editing, provided publicity assistance and community outreach, and solicited underwriters.  
• Promoted from Assistant to Associate Producer after initiating greater managerial and creative control over the children's show.

- PROGRAM ASSISTANT, *Victim Services*- New York, NY** **Dec 1991 - Sept 1995**
- Responsible for needs assessment, program development, grants management and budget oversight, statistics preparation and reporting, internal and external service evaluations, policy analysis, and government lobbying for Times Square project serving homeless youth at risk for HIV, prostitution, pregnancy, and drug abuse (June 1992 - Sept 1995).
  - Served as liaison between homeless youth project, head administrative office, research organizations, and funders.
  - Managed grants, oversaw budget, and prepared proposals for housing development projects for battered women (Dec. 1991 - June 1992).
  - Developed and conducted trainings for social workers on welfare-related benefits, education, and job-skills-training for battered women.

### TEACHING EXPERIENCE

- TEACHER, *Living Classrooms Foundation*- Baltimore, MD** **Aug-Dec 1996**  
**June-Aug 1998**
- Developed and conducted team-building exercises for inner-city youth on historic sailboat. Conducted staff development trainings for practitioners (Aug 1996 - Nov 1996).
  - Designed curriculum, taught experiential estuarine studies, and co-designed evaluation and feedback mechanisms for Johns Hopkins University Gifted and Talented Youth Program (June 1998 - Aug 1998).

- TEACHER, *Polyglot & LinguaPro schools*- Prague, Czech Republic** **Sept 1995 - Aug 1996**
- Taught English language to students ranging from 15 - 65 years old, using skits, debate, and story-telling to promote active learning and conversation.
  - Assisted with the Soros-funded replication of "English Language Theater as a teaching tool" model. Assisted with production of *Class Acts Theatre Festival*, bringing together high schools from throughout the Czech Republic.

- CHILD CARE WORKER, *Children's Aid Society*- Bergen County, NJ** **July 1991 - Dec 1991**
- Worked in group home for emotionally disturbed children who were survivors of sexual and physical abuse.

### EDUCATION

- Harvard University, Graduate School of Education, Cambridge, MA** **Sept 1998 - June 1999**  
Ed.M., Focus on Organizational and Human Development.
- Brown University, Providence, RI** **Sept 1987 - June 1991**  
B.A., with Honors, English and American Literature, Creative Writing Honors Program.
- Friends World College, Machakos, KENYA- Kiswahili Language and Post-colonial Literature.** **Spring 1990**  
**L'Universite Catholique, Angers, FRANCE- French Language.** **Summer 1987**

### COMMUNITY SERVICE

- CO-FOUNDER, *Brooklyn Urban Garden charter School (BUGS)*** **January 2009 - Present**
- MENTOR, *NY Youth At Risk*- NY, NY** **Sept 1999 - Sept 2002**
- BOARD MEMBER, *Gift Committee- Harvard School of Education* - Cambridge, MA** **Jan 1999 - June 1999**
- MEDIATOR, *Brooklyn Mediation Center*- Brooklyn, NY** **Jan 1994 - Sept 1995**
- CHILD CARE WORKER, *Self-Sufficiency Project*- Brooklyn, NY** **Jan 1993 - Dec 1993**

**MIRIAM NUNBERG**

**LEGAL EXPERIENCE**

**OFFICE FOR CIVIL RIGHTS, U.S. DEPARTMENT OF EDUCATION - New York, NY**

*Staff Attorney, March 1998 - present*

Investigate individual and class complaints of discrimination on the bases of disability, race, national origin, sex and age against educational institutions that receive federal financial assistance. Lead complex investigations and compliance reviews that require legal research, witness interviews, statistical and factual analysis, and negotiations with educational institutions. Investigations have included:

- District-wide special education violations;
- Resource comparability disparities in large urban districts in New York State;
- Disability, race and national origin based differential discipline;
- Harassment on the bases of race, sex, national origin, age and disability;
- Representation of racial and national origin minorities and students with disabilities in Gifted and Talented, Honors and AP programs;
- Services to English Language Learners.

Mediate agreements between complainants and educational institutions. Assist educational institutions in developing and implementing corrective action plans to address discriminatory conduct. Provide technical assistance and training to educational institutions and organizations on the regulations enforced by OCR. Developed and Coordinated Legal Internship Program.

**ADMINISTRATION FOR CHILDREN'S SERVICES, New York, NY**

*Staff Attorney, September 1996 - March 1998*

Prosecuted child abuse, neglect and termination of parental rights cases before the Family Court unit. Prepared disciplinary files for the Employment Law Unit.

**MEDIATION CLINIC, BENJAMIN N. CARDOZO SCHOOL OF LAW, New York, NY**

*Mediator, September 1995 - May 1996*

Competitively selected to participate in the alternative dispute resolution clinic. Mediated civil disputes to binding resolution for Victims Services. Participated in an intensive mediation and negotiation training resulting in New York State Certification.

**TEACHING AND COUNSELING EXPERIENCE**

**LONG ISLAND UNIVERSITY HONORS PROGRAM, Brooklyn, NY**

*Adjunct Professor, January - June 2009*

Taught multi-disciplinary undergraduate honors seminar on race and speech on campus.

**DEARBORN ACADEMY, Arlington, MA**

*Special Education Reading Teacher, January - June 1993*

**SMITH COLLEGE CAMPUS SCHOOL, Northampton, MA**

**NORTHAMPTON PUBLIC SCHOOLS, September 1991 - May 1992**



*Student Teacher. Tutor for Student with Learning Disabilities.*

**EDNA STEIN ACADEMY**, Brookline, MA  
*Special Education Teacher*, October 1989 – August 1991

**DORCHESTER COUNSELING CENTER, FAMILY SUPPORT SERVICES**, Dorchester, MA  
*Acting Program Manager and Outreach Coordinator*, November 1987 – May 1989  
Provided outreach and support to families living with adult children with mental illness.

### EDUCATION

**BENJAMIN N. CARDOZO SCHOOL OF LAW**, New York, NY  
Juris Doctor, May 1996  
*Honors*: BMI Communications Moot Court Competition Bench Memo Writer and Editor; Samuel Belkin Scholar; Charles H. Revson Law Students Public Interest Fellowship; H. Bert and Ruth Mack Tuition Scholarship. *Legal Internships*: Juvenile Rights Division, Legal Aid Society, New York City, NY; The Door - A Center of Alternatives, Legal Department, New York City, NY; Massachusetts Advocacy Center, Children's Law Support Project, Boston, MA.

*Bar Admission*: New York State

**SMITH COLLEGE**, Northampton, MA  
Master's of Education and Elementary Teaching Certificate: May 1992  
*Honors*: Smith College Graduate Fellowship

**BRANDEIS UNIVERSITY**, Waltham, MA  
Bachelor of Arts: May 1986  
*Honors*: Cum Laude with High Honors in European Cultural Studies, Sachar Post-Graduate Research Fellowship

### COMMUNITY and VOLUNTEER ACTIVITIES

**GREEN COMMITTEE, PS 10 MAGNET SCHOOL**, Brooklyn, NY September 2009- present  
Member of planning committee working to increase awareness of environmental issues at PS 10 by promoting recycling, gardening and composting at the school.

**CHICKPEAS COOPERATIVE PRESCHOOL**, Brooklyn, NY, September 2006 – June 2010  
Active member of parent-run cooperative preschool. Oversaw all personnel issues, including hiring, and compliance with State and City Departments of Health and Education regulations. Assisted in renewing daycare license, recruiting new families, fundraising, and the day-to-day administration of the school.

**KITCHEN TABLE CONVERSATIONS**, Brooklyn, NY, 2005 - 2007  
Participated in ongoing discussions and research surrounding strategies for advancing a progressive agenda regarding work/family policy and gender parity in the workplace and home. Planned and organized community forum.

## BROOKS TANNER

### EXPERIENCE

**Summary:** Executive with diverse leadership experience in investment banking as well as in a corporate role as Chief Financial Officer. Initiated several new business efforts. Strong relationship building, project management, staff development, strategic thinking/problem solving and team building skills.

#### *Investment Banking:*

**BNP PARIBAS, New York/Hong Kong** **2004 – 2009**

Managing Director, Financial Sponsor Coverage Group (2007-2009)

Managing Director and Team Leader, Corporate Coverage Group (2004-2007)

Acted as senior banker and team leader at global investment bank.

- Managed several industry coverage teams and key client relationships.
- Oversaw cross-departmental teams across all aspects of business development and execution.
- Achieved double-digit revenue growth while also improving return on assets.
- Led successful efforts in a number of first-of-a-kind transactions.
- Selected to initiate and lead private equity coverage business across Asia.

**BANKERS TRUST/DEUTSCHE BANC ALEX. BROWN, New York/London** **1992 - 2000**

Managing Director, Co-Head - Aerospace & Defense Group (1999-2000)

Managing Director, Investment Banking (1995-1998)

Vice President, High Yield Capital Markets (1992-1995)

- Led industry coverage group for North America.
- Selected to initiate and lead Transportation and Aerospace coverage effort in Europe.
- Played instrumental role in establishing firm as a leading investment bank to mid-cap aerospace and defense industry in U.S. following no significant historical presence in sector.
- Originated one of the largest lead-managed IPO's in firm's history.
- Originated and executed first concurrent senior debt, high yield and IPO transaction at firm.
- Established relationships with several first-time clients.

**CITICORP, New York, NY** **1991 - 1992**

Vice President, World Corporate Group

Responsible for transaction execution and relationship management for several multinational energy companies.

**DREXEL BURNHAM LAMBERT INCORPORATED, New York, NY** **1985 - 1990**

Associate and Vice President, Investment Banking

Executed over \$5 billion in public and private debt and equity financings and advisory assignments including leveraged buyouts, acquisition financings and IPO's.

**CHEMICAL BANK**, New York/San Francisco **1980 - 1983**  
Corporate Lending Officer

Marketed domestic and international bank services to large corporate clients and emerging growth companies. Received early appointment to officer.

*Chief Financial Officer:*

**AVIATION TECHNOLOGIES, INC.**, Seattle, WA **2003**  
Chief Financial Officer

Acted as interim-CFO for a group of manufacturing businesses acquired by a New York-based private equity firm.

- Responsible for cash management, accounting, control, audit, tax, budgeting, information technology and benefits.
- Oversaw multi-site financial staff.
- Led establishment of new consolidated financial reporting systems.

**SOLO ENERGY CORPORATION**, Alameda, CA **2000 - 2001**  
Chief Financial Officer

Responsible for financial management of early-stage developer of on-site electrical power generation services.

- Led negotiations and due diligence with respect to strategic merger, resulting in signing of definitive agreement.
- Revamped budgeting system and instituted cash conservation measures.

**EOEXCHANGE, INC.**, San Francisco, CA **2000**  
Chief Financial Officer

Responsible for financial management of pre-IPO Internet search technology services company.

- Assisted in formulating revised business plan and cost reduction efforts.

## **EDUCATION**

**HARVARD GRADUATE SCHOOL  
OF BUSINESS ADMINISTRATION**, Boston, MA **1983 - 1985**

Master in Business Administration. General management curriculum.

**WILLIAMS COLLEGE**, Williamstown, MA **1976 - 1980**

Bachelor of Arts in Economics. Phi Beta Kappa. Varsity Hockey. Captain, Varsity Tennis.

## **COMMUNITY AFFILIATIONS**

Board of Trustees, National School Climate Center. Advisory Board, Santa Maria School. Board of Directors, Saint Francis Memorial Hospital Foundation (2001-04).

## TERI WEST

**TERI LYNN WEST, Ed. M.**

### PROFESSIONAL EXPERIENCE

**West Education Group, New York**

*Consultant*

- Developed and facilitated training workshops on instructional rounds methods in public schools, and universities in NYC and Philadelphia
- Facilitated instructional rounds in public schools in NYC and Philadelphia
- Developed asset mapping tools and other resources for college access and success programs in Philadelphia, Miami, and San Francisco

**Academy for Educational Development, New York,**

*Senior Program Officer, Program Development Director Middle Start, 1/2007- 6/2007*

- Directed the development and implementation of middle school improvement programs in New York
- Developed and led professional development workshops on various middle school improvement programs
- Trained and supervised on-site coaches in middle schools
- Developed program and training materials for site-based coaching and professional development workshops

*Program Officer, Middle Start Comprehensive School Improvement Program, 1/2001-12/2006*

- Refined model of Middle Start/Comprehensive School Improvement
- Developed related materials for coaches, schools, and regional partners
- Coordinated and supported the work of regional partners; managed subcontracts and sub-grants; monitored budgets
- Convened meetings and assisted in developing formal partnerships
- Worked with regional coordinators to develop materials for orientation and professional development
- Lead the development of training module on building partnerships for school reform

### Previous Experience

**Education Development Center, Inc., Newton, MA, 7/1997-1/2001**

*Research Associate, National Forum to Accelerate Middle-Grades Reform*

- Conducted site visits and co-wrote case studies on high-performing middle-grades schools
- Managed nomination process of a nationwide search for high-performing middle-grades schools
- Oversaw and approved budget, wrote reports to funders, managed project team
- Surveyed, synthesized, and disseminated research on issues of middle-grades reform
- Managed World Wide Web site for National Forum on Middle-Grades Reform
- Facilitated and planned project and departmental meetings

**Max Warburg Foundation, Boston, MA, Summer 1997**

*Curriculum Developer*

- Developed standards-based curriculum and teacher guides for Boston Public Schools middle school language arts course.



**Harvard Literacy Lab, Cambridge, MA Fall 1996-Spring 1997**  
*Literacy Intern*

**West Somerville Neighborhood School, Somerville, MA Fall 1996-Spring 1997**  
*Literacy Intern*

**West Tutorial Services, Cambridge, MA, Fall 1993-Winter 1999**  
*Tutor and Instructional Coach*

**Chapel Hill-Chauncy Hall School, Waltham, MA, Fall 1991-Spring 1996**  
*Instructor*

**Palfrey Street School, Watertown, MA, Fall 1990-Spring 1991**  
*Instructor*

**DeSisto School, Stockbridge, MA, Fall 1986 – Fall 1988**  
*Instructor and Dorm Counselor*

### **EDUCATION**

Harvard Graduate School of Education, Ed.M., Language and Literacy, May 1997  
Boston University, M.A. English Language and Literature, September 1990  
Skidmore College, B.A., English and Philosophy, May 1985, *Phi Beta Kappa*  
Fiorello H. LaGuardia School of Performing Arts, NYC, Drama, June 1981

### **LANGUAGES**

English; French - Intermediate reading and speaking

### **PUBLICATIONS**

Lipsitz, Joan and Teri West. What Makes a Good School: Identifying Excellent Middle Schools, in *The Kappan* (September 2006).  
Kenkel, S., Hoelscher, S. & West, T. Leading Adolescents to Mastery in *Educational Leadership*, 63:7 (April 2006).  
Gopalan, P. West, T., Montesano, P. and Hoelscher, S.(2005). Using Research to Refine School Improvement in the Middle Grades: Perspectives from Middle Start. In *The Handbook of Research in Middle Level Education, Volume V*. Ed. Micki M. Caskey.  
West, Teri. Schools to Watch: A second View, in *Middle Ground*, 4:2 (Oct. 2000) 27-30.  
West, Teri. National Forum Identifies Schools to Watch, in *Middle Matters*, 8:2 (Winter 1999-2000) 1; 6-7.  
Ames, Nancy and Teri West. Practices and Strategies: Helping all middle-level students achieve at high levels. @ *Schools in the Middle*, 8:4 (Jan/Feb 1999) 18-23; 44-45.

### **PRESENTATIONS**

West, Teri. Child Development in the Middle School Years. Presentation to Community Education Council District 15, and United Federation of Teachers. Brooklyn, NY. May 10, 2005.

**ROBERT RODRIGUEZ**  
**PROFESSIONAL EXPERIENCE**

2/09-Present **THE CITY COLLEGE OF NEW YORK OF THE CITY UNIVERSITY OF NEW YORK**  
**Assistant Vice President for Student Affairs**

*Reporting to the President and member of the senior leadership team:*

- Responsible for leading the Division of Student Affairs and its offices including Residence Life and Student Housing, Child Development and Family Services Center, Athletics and Recreation, Wellness and Counseling Center, Students with Disabilities Center, Student Life and Leadership, Veteran Affairs, International Students and Scholars, ID Office, and Career Counseling Services. Also responsible for student conduct, emergency loans and college-wide student events including convocations and orientations.
- Collaborate with the other divisions on campus including Academic Affairs, Development, Finance and Management, and Communications to build a comprehensive learning environment that fosters the intellectual, psychological, social and leadership development of CCNY's diverse student population;
- Responsible for all budgets related to student affairs including administrative, temporary personnel and need based student grants & loans.

*Committee appointments include:*

- *Chair, Student Services Corporation – Responsible for the financial accounting of student fees to ensure compliance with University policy and procedures, and Federal, State and local statutes.*
- *Chair, Child Development and Family Services Center – oversee the financial accounting of the Center to ensure compliance with University policy and procedures, and Federal, State and local statutes.*
- *College's Higher Education Officer Screening Committee*
- *College representative on the Commission on Access, Diversity and Excellence of the **Association of Public and Land-Grant Universities***
- *Workplace Violence Committee*
- *College's Sexual Harassment Awareness and Intake Committee*

7/06-Present **AUXILIARY ENTERPRISE CORPORATION OF THE CITY COLLEGE OF NEW YORK**  
**Chair**

Serve as the President's designee on the governing board. The AEC oversees all profit generating entities on campus including food service, bookstore, vending, etc. As the presiding officer of the committee, I am responsible for ensuring that vendor contracts and distribution of funds comply with University policy and procedures, and federal, state and local statutes.

1/11- Present **Interim Director of Affirmative Action**

7/05-2/09 **THE CITY COLLEGE OF NEW YORK OF THE CITY UNIVERSITY OF NEW YORK**  
**Director of the Office of Affirmative Action, Compliance & Diversity**

*Reporting to the President:*

- Developed and implemented the College/School's affirmative action plan [pursuant to EO 11246] assessing and analyzing the racial/ethnic/gender composition of the workforce;
- Monitored all employment activities including job postings, recruitment efforts, selection processes, promotions, transfers and separations to ensure compliance with federal, state and local civil rights regulations;
- Served as the College's ADA/Section 504, Title IX and Veteran Affairs coordinator;
- Conducted and supervised internal EEO investigations and provide appropriate recommendations for resolution;
- Developed and conducted EEO training for students and staff including basic EEO anti-discrimination

prevention laws, sexual harassment, disability and reasonable accommodation laws and other related topics; and

- Managed all budgets related to the operation of the office including the administrative, recruitment and training budgets.

*Committee appointments included:*

- *President's Cabinet*
- *Chair of the President's Affirmative Action & Diversity Advisory Committee*
- *Co-Chair of the College's Sexual Harassment Awareness and Intake Committee*
- *College's Higher Education Officer Screening Committee*
- *City University of New York Council of Affirmative Action Officers*
- *Engineering Task Force on Minority Enrollment*
- *Middle States Commission on Higher Education, Subcommittee on Academic Integrity*

5/98-7/05 **U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS - New York, NY**  
**Senior Compliance Specialist/Attorney**

Investigated complaints of discrimination on the bases of disability, race, national origin, sex and age against educational institutions that received Federal financial assistance. Conducted complex investigations and compliance reviews that required interviews of witnesses, investigative planning, statistical analysis, and negotiations with educational institutions. Facilitated mediation agreements between complainants and educational institutions. Developed and assisted educational institutions to implement corrective action plan addressing discriminatory conduct. Provided technical assistance and training to educational institutions and organizations on the regulations enforced by OCR. Designed and maintained the NY Office Intranet website.

6/96-5/98 **NEW YORK CITY DEPARTMENT OF INVESTIGATION - New York, NY**  
**Investigator/Attorney Intern**  
**Office of the Inspector General for Executive Offices & Non-Mayoral Agencies**

Conducted investigations into allegations of corruption, conflicts of interest, waste and gross mismanagement in the Mayor's Office, all elected offices and officials, and non-Mayoral agencies dealing with the City or receiving public money.

1/96-5/96 **JOHN JAY COLLEGE OF CRIMINAL JUSTICE - New York, NY**  
**Research Assistant - Law & Police Science**

Researched and analyzed legislative archives and journals on the history of corruption within the NYC public school system. Identified available legal remedies and legislation.

6/95-8/95 **NEW YORK CITY DEPARTMENT OF INVESTIGATION - New York, NY**  
**Legal Intern - Office of the Inspector General for Consumer Affairs**

Assisted in investigating complaints of corruption. Researched and drafted memoranda on various legal and policy issues.

1/95-5/95 **U.S. ATTORNEY'S OFFICE, E.D.N.Y. - Brooklyn, NY**  
**Legal Extern - Criminal Division (Organized Crime Bureau)**

Researched and drafted memoranda for ongoing trials and appeals. Also drafted an extensive habeas corpus reply brief addressing various legal issues.

9/94-12/94 **U.S. ATTORNEY'S OFFICE, S.D.N.Y. - New York, NY**  
**Legal Extern - Criminal Division (Public Corruption Bureau)**

Researched and drafted memoranda for ongoing trials and appeals.

8/94-9/94 **HONORABLE STERLING JOHNSON, JR., U.S. District Court, E.D.N.Y. - Brooklyn, NY**  
**Judicial Intern**

Researched and drafted summary judgment orders, civil rights and habeas corpus opinions.

- 6/94-7/94      **HONORABLE ALFRED J. LECHNER, JR., U.S. District Court, D.N.J. - Newark, NJ**  
**Judicial Extern**  
Researched, analyzed and drafted pretrial memoranda, civil rights and social security opinions.
- 6/93-9/93      **NEW YORK CITY DEPARTMENT OF JUVENILE JUSTICE - New York, NY**  
**Intern**  
Amended and updated non-secured detention facility's policy and procedure manual. Drafted a corrective action plan for Spofford Juvenile Detention Facility addressing needed reforms.
- 9/92-6/93      **NEW YORK CITY POLICE DEPARTMENT (NYC URBAN FELLOW) - New York, NY**  
**Special Assistant to the Deputy Commissioner, Legal Matters**  
Researched and prepared reports on various public safety and law enforcement issues, including civil enforcement and quality of life initiative. Reviewed and analyzed City, State and Federal Criminal Justice legislation.
- 7/91-3/93      **NATIONAL DEVELOPMENT & RESEARCH INSTITUTE (NDRI) - New York, NY**  
**Research Associate - Center for Therapeutic Community Research**  
Designed and coordinated field research sites.
- Site Manager/Community Organizer - Center for AIDS Research**  
Managed a community health center that provided information and services on AIDS, HIV prevention, substance abuse and health related issues. Collected and prepared study data for statistical reports.

#### EDUCATION

##### **FORDHAM UNIVERSITY - SCHOOL OF LAW - New York, NY**

**Juris Doctorate:** May 1996

**Honors:** Archibald R. Murray Public Service Award      1993-96 C. Bainbridge Smith Scholar (ABCNY)  
1993-94 MALDEF Scholar      1993-94 PRLDEF Public Interest Law Scholar

##### **NEW YORK UNIVERSITY - New York, NY**

**Bachelor of Arts:** February 1992 - Major: Political Science

**Honors:** Magna Cum Laude

#### PROFESSIONAL PRESENTATIONS

Diversity as a Sustainability Initiative – CUPA-HR National (10/2008) & CUPA-HR Eastern Region (5/2008) conferences  
Disability & Discipline: Understanding the 7 Steps – CUNY Disability Services Conference (9/2008)  
Conducting an Effective Internal Investigation – CUNY Council of Affirmative Action Officers (2/2006)

#### PROFESSIONAL CERTIFICATE PROGRAMS

- Diversity Management Certificate – ILR School of Cornell University (11/2008)
- Substance Abuse Education & Prevention – NYS DSAS (Certified Counselor 1992)
- AIDS Education & Prevention – NYS DSAS & NYC DOH (Certified Counselor 1991)

### **PROFESSIONAL DEVELOPMENT**

- 2010 AACSB Millennium Leadership Initiative Program – (Scheduled June 2010)
- 19th Annual Legal Issues in Higher Education Conference – (10/2009)
- Institute for New Senior Student Affairs Officers – (10/2009)
- Family Medical Leave Act – CUNY (3/06)
- Sexual Harassment Workshops - CUNY (10/05-12/05)
- Diversity-Communicating Across Cultural Lines – EEOC (6/05)
- School Law-Practicing Law Institute (4/05)
- Sexual Harassment in the Work Place–EEOC (4/05)
- Accessibility–Eastern Paralyzed Veterans Assoc (7/04)
- Investigating Discrimination Complaints – USDA (9/03)
- Harvard Law School Negotiation Workshop (6/03)
- Equal Access to Comparable Resources - OCR (9/00)
- Interest Based Negotiations – Prof. Brook K. Baker, Northeastern University School of Law (10/98-4/99)
- Mediation and Conflict Resolution – DOJ (9/98)
- Basic Interview and Interrogation Training - FBI (12/97)

### **BAR ADMISSION & ACTIVITIES**

- State Bar of New Jersey - 1998-Present
- American Bar Association
- New York State Bar Association
- Federal Bar Association
- Dominican Bar Association
- Puerto Rican Bar Association

### **MILITARY SERVICE**

**UNITED STATES ARMY/ ARMY RESERVES** - 1980 - 1986 Ammunition Specialist/Corporal - Honorable Discharge

### **LANGUAGE & COMPUTER SKILLS**

Fluent in Conversational Spanish  
Graphic/Video/Web Page Design Applications

Windows & Apple Operating Systems  
WordPerfect/Microsoft Office Applications



## MARK LAUTERBACH

### ACADEMIC TRAINING

**Doctoral Candidate, City University of New York, Graduate Center**

Field of Study: Educational Psychology (Ph.D. expected Spring 2011)

**Dissertation—*The Acquisition of Conventional Spelling Patterns by Pre-Conventional Spellers:***

*A Developmental Analysis*

Dissertation Committee: Linnea Ehri (chair); David Rindskopf; Joanna Uhry

**Early Childhood Teaching Certificate, Pacific Oaks College**

Field of Study: Montessori Education

Graduated 1997

**B.A. University of California, Santa Barbara**

Field of Study: Anthropology

June 1992 Graduated with Honors

### COLLEGE TEACHING EXPERIENCE

2005-2006 **Adjunct Lecturer, Brooklyn College, Brooklyn, NY**

- Play in Cross Cultural Contexts

2003-2005 **Full Time Lecturer, Brooklyn College, Brooklyn, NY**

- Introduction to Research Methods in Early Childhood Education
- Independent Project Supervision and Seminar
- Parent and the Family in Early Childhood Education
- Play in Cross Cultural Contexts
- Student Teaching Supervision and Seminar

2002-2003 **Adjunct Lecturer, Brooklyn College, Brooklyn, NY**

- Introduction to Research Methods in Early Childhood Education
- Independent Project Supervision and Seminar

SCHOOL ADMINISTRATION EXPERIENCE

- 2006-Present **Director of Research and Assessment,  
Cooke Center for Learning and Development**
- Development, implementation, and analysis of assessment programs for K-12 special education program.
  - Align assessments with state standards and curriculum.
  - Develop and implement program analysis for the educational consultation program.
  - Initiate and disseminate internal research projects.
  - Supervision of assessment staff and teachers in areas related to assessment.
  - Support curriculum development to align with state standards.

EARLY CHILDHOOD TEACHING EXPERIENCE

- 1997-2001 **Teacher, Brooklyn Heights Montessori School, Brooklyn, NY**
- Mixed age three to five-year-olds
  - Kindergarten
- 1996-1997 **Teacher, Dwight-Englewood School, Englewood, New Jersey**
- Mixed age three's and four's classroom
- 1994-1997 **Teacher, Montessori Center School**
- Mixed age three to five-year-olds

EDUCATIONAL CONSULTING EXPERIENCE

- 2005-2006 **Cooke Center for Learning and Development**
- 2001-2003
- Consultant for curriculum development for early childhood and childhood programs, development and implementation of professional development programs, program evaluation and assessment systems.

COMPUTER AND STATISTICAL EXPERIENCE

Statistical experience with managing data bases and performing multivariate analysis using SPSS, multi-level modeling using HLM and structural equation modeling.

PROFESSIONAL ACTIVITIES

*Editorial Activity*

**2006 Ad Hoc reviewer for The Journal of Educational Psychology**

*Grants*

**2005 Developing Literacy and Language through Play**

A series of workshops and on-site mentoring sessions awarded a grant by the Department of Education, NYC under RFP#1C407. This program explores the relationship between play and the development of language and literacy skills. Participants learn how to promote language and literacy skills through arranging effective classrooms, creating materials and developing classroom practices that support play.

*Workshops and Professional Development*

**Fall 2009 Data Driven Instruction**

A workshop developed for schools in the Archdiocese of New York on interpreting standardized test for instructional planning.

**Fall 2008 Understanding by Design**

A six part workshop training teachers in the use of the backwards design model of curriculum design developed by Wiggins and McTighe designed for catholic school teachers in the south Bronx.

**Fall 2007 Writers workshop for Kindergarten and First Grade**

A one day workshop developed for the Archdiocese of New York to introduce their teachers to the Writer's Workshop model of writing instruction.

**April 2004 Integrating the Arts into Literacy Instruction**

A workshop for Pre-K teachers from region 8 (New York City Department of Education), collaboratively developed with teaching artist from Lincoln center institute. This workshop explored concrete ways in which teachers could tie students' responses to the arts (in this case music) to the Pre-K performance standards for language and literacy development.

**2002-2003 Implementing Everyday Mathematics and Guided Reading**

An 8 part professional development module created for District 6 (New York City Department of Education) to train paraprofessionals in the intricacies of leading guided reading groups and working with the Everyday Mathematics curriculum.



**2001-2002 How to Promote Developmentally Appropriate Literacy Practices**

A workshop for early childhood administrators providing the tools and the methods to support their teachers in developing classrooms that promote sound early childhood literacy practices. Developed for the administrators of the Brooklyn Kindergarten Society and later presented at the New York City Administration for Children's Services spring conference

**2001-2002 Developmental Stages of Literacy**

A workshop for educators providing an understanding of early childhood literacy development and how to promote it in the classroom. Developed for the faculty of the Brooklyn Kindergarten Society and later presented at the New York City Administration for Children's Services spring conference

**ACADEMIC PRESENTATIONS**

- "How a little calculus can help special education teachers understand reading tests better: the development of a teacher friendly growth metric for standardized reading test data" 18<sup>th</sup> Annual Meeting for the Society for the Scientific Studies of Reading, St. Petersburg, Florida, July 13-16, 2011
- "Does the One-Minute Timing of the DIBELS Phoneme Segmentation Fluency task introduce unintended Variance into the Test?" 17<sup>th</sup> Annual Meeting for the Society for the Scientific Studies of Reading, Berlin, Germany, July 7-10, 2010
- "The Acquisition of Conventional Spelling Patterns by Pre-Conventional Spellers: A Developmental Analysis" Invited Talk, 3<sup>rd</sup> annual Subway Summit on Cognition and Education, Fordham University, New York, February 27<sup>th</sup>, 2010
- "The Acquisition of Conventional Spelling Patterns by Pre-Conventional Spellers: A Developmental Analysis" 16<sup>th</sup> annual Meeting for the Society for the Scientific Study of Reading, Boston, Massachusetts, June 25-27, 2009
- "Long-Term Research Based Literacy Consultation: An Analysis of Student Outcomes." A poster presentation to the International Reading Association's annual convention, Phoenix, Arizona, February 21-25, 2009
- "How Students' Special Needs Affect the Reliability between Standardized Reading Measures and Curriculum Based Reading Assessments." A presentation (with Mary Clancy) to The Fordham Conference of Applied Psychometrics, Fordham University, June 26-27, 2008
- "Long-Term School School-Based Literacy Consultation: A Program Analysis" (Poster with Michael Emmons) 13<sup>th</sup> Annual Meeting of the Society for the Scientific Studies of Reading, Vancouver, Canada, July 6-8<sup>th</sup>, 2006.

“Effects of Spelling Pattern Strategies on the Spelling Abilities of Second Grade Regular and Special Education Students” (poster with Stephanie Belitti & Annemarie Coccoli)  
11<sup>th</sup> Annual Meeting of the Society for the Scientific Studies of Reading, Amsterdam, Netherlands, June 27-30<sup>th</sup>, 2004.

“Spelling Development in Early Elementary Students and the Contribution of Classroom Factors.” (Poster with Michael Emmons) 10<sup>th</sup> Annual Meeting of the Society for the Scientific Studies of Reading, Boulder, CO, June 12-15<sup>th</sup>, 2003.

#### DEPARTMENTAL AND UNIVERSITY SERVICE

- Interview Committee for NCATE site visit for Brooklyn College School of Education, 2005.
- Authored NAEYC program review rejoinder (with Kathleen McSorley) September, 2004.
- Graduate Council, Graduate Center 2002-2004.
- Executive Committee, Educational Psychology Department, Graduate Center 2001-2002.

#### PROFESSIONAL ORGANIZATIONS AND SOCIETIES

National Association for the Education of Young Children  
Society for the Scientific Studies of Reading  
International Reading Association

#### REFERENCES

**Linnea Ehri**—dissertation chair  
Distinguished Professor, Educational Psychology  
CUNY Graduate Center  
365 Fifth Avenue  
New York, NY 10016  
lehir@gc.cuny.edu  
212-817-8294

**Mary Debey**  
Professor of Early Childhood Education  
Brooklyn College  
2900 Bedford Avenue  
Brooklyn, New York 11210  
mdebey@brooklyn.cuny.edu  
718-951-5250

**David Rindskopf**  
Distinguished Professor, Educational Psychology  
CUNY Graduate Center  
365 Fifth Avenue  
New York, NY 10016  
drindskopf@gc.cuny.edu  
212-817-8287

## SHANNON SHARP EXPERIENCE

**BARCLAYS CAPITAL** New York, NY  
Global Markets, Municipals, Public Finance, Housing Group 2008 - Present  
Director

- Lead Banker for \$920 million in housing bonds issued by 4 clients across 12 transactions
- Earned mandates with two new housing finance agency clients (primary account contact)
- Prepared client profiles for credit approval upon transition to a UK-based employer with no prior US municipal operations
- Worked closely with clients and internal partners to replace existing interest rate swaps and assume remarketing contracts
- Recognized an opportunity afforded by temporary legislation and launched tender offers to refund four clients' non-callable debt; no competing housing team implemented a similar transaction

**LEHMAN BROTHERS** New York, NY  
Fixed Income, Municipals, Public Finance, Housing Group 2007 - 2008  
Senior Vice President

- Lead Banker for \$2.35 billion in housing bonds issued by 5 clients across 16 transactions
- Developed and presented education campaign targeted at prospective liquidity banks and institutional investors
- Led communications with underwriting desk at times of market disruption that affected our clients' outstanding debt

**Vice President** 2003 - 2006

- Quantitative or Lead Banker for \$4.91 billion in housing bonds issued by 7 clients across 62 transactions
- Structured and led transactions combining taxable and tax-exempt debt and fixed rate and hedged variable rate bonds
- Developed financing models to minimize negative earnings during single family loan origination periods
- Resulted in core clients consistently attaining per-capita lending and loan portfolio growth above industry average

**Associate** 1999 - 2002

- Quantitative team member for \$1.89 billion in housing bonds issued by 5 clients across 20 transactions
- Prepared cash flow, yield and other analyses
- Coordinated progress of internal parties (compliance, syndicate, sales, derivatives) and external parties (client, legal team, rating agencies, bond insurers, liquidity providers) to ensure flawless execution
- Helped to develop public housing securitizations as a new municipal credit, winning 2002 Bond Buyer Deal of the Year

**NEW YORK CITY DEPARTMENT OF HOUSING PRESERVATION AND DEVELOPMENT** New York, NY  
Housing Finance Division, Mortgage Officer (Rehabilitation Loan Program) 1995 - 1997

Housing Finance Division, Program Administrator (New Lead-Paint Abatement Grant Program)

- Wrote portions of a successful application for \$2M in additional federal funds

## EDUCATION

**THE WHARTON SCHOOL, UNIVERSITY OF PENNSYLVANIA** Philadelphia, PA  
*Master of Business Administration; Major in Finance* 1999  
*Received Henry and Marcelle Morgenthau Fellowship*

**BROWN UNIVERSITY** Providence, RI  
*Bachelor of Arts, Major in Public Policy* 1994  
*Graduated with Honors; Received New York City Urban Fellowship (1994 - 1995)*

## ADDITIONAL INFORMATION

- Public Speaking: National Council of State Housing Agencies Annual Conference and NCSHA Executive Directors' Meeting, National Federation of Municipal Analysts Annual Conference, Standard & Poor's Housing Conference, New Jersey Governor's Conference for Women
- Licenses & Trainings: Financial Industry Regulatory Authority Series 7, 63 & 101; Non-Profit Board Membership Seminar
- Community: South Slope Craft Fair, Sadie Nash Garden Party Host Committee, Ditmas Park Neighborhood Association

## **LESLIE BILLIE**

### **EDUCATION**

2006 – 2009: Golden Gate University San Francisco, CA

- MA in Psychology, Marriage and Family Therapy Concentration

2001 – 2005: University of Massachusetts Amherst, MA

- BS in Psychology
- Minor concentration in Women's Studies

### **EXPERIENCE**

12/10-Present: Newark Education Trust

Manager, Operations & Communications

- Assist and support Executive Director in all start-up operations and logistics
- Lead in communicating the Newark Education Trust's mission and vision to a wide audience.
- Write content for newsletters, Web site, press releases, and other communications.
- Performs continuous outreach and collaboration to key stakeholders in the Newark community including, including media and other partners in the Trust's network.
- Prepares or reviews policies, issue papers and reports on educational issues and organizational focus areas of the Trust.
- Ensures smooth operations of the organization, from office management to systems and policies.

03/10-12/10: Drew University Madison, NJ

Project Coordinator, National Teacher Project

- Project management of National Teacher Project, as funded by the Ford Foundation
- Compiled research into teacher effectiveness and assessment
- Facilitated Drew membership into the New Jersey Teacher Assessment Collaborative
- Introduced and facilitated implementation of electronic portfolio system into Drew MAT program.
- Facilitated use of Moodle Course Management system into Drew MAT program.
- Supported the Associated Dean of Education on special projects pertaining to the MAT program.

10/08 – 06/09: USF School-Based Outreach Program San Francisco, CA

USF School-Based Family Counseling takes a holistic approach to the wider systems of which the student is an integral part. The internship program is committed to training in the clinical skills and awareness necessary for counseling adults, children and families from a diverse, low-income population.

Counselor (10/08 – 06/09)

- Worked at Archbishop Riordan High School, with a weekly caseload of approx. 15 students.
- Worked in alliance with students' teachers, parents and school administration to provide the support necessary for personal development and empowerment.
- Worked primarily with students experiencing issues relating to academic decline, depression, anxiety, substance abuse, challenging family environments, relationship problems and difficulties with life transitions.
- Facilitated psycho-education groups with students and parents.
- Served as a "drop-in" confidant on issues relating to reproductive health, relationship challenges and other issues where the promise of confidentiality was a necessity.
- Received weekly supervision from licensed clinicians, and attended monthly workshops pertaining to counseling approaches, group dynamics, community resources, et al.

10/06 – 12/08: MarketTools, Inc. San Francisco, CA

MarketTools is a provider of customer insight management capabilities for corporations. The company utilizes a combination of the leading survey platforms, research innovation and high-quality, global panels.

Associate Producer (01/08 – 12/08)

- Provided research and content support for Insight Networks' online communities.
- Created and deployed weekly community newsletters.
- Managed the Insight Networks team's financial budget.
- Compiled weekly community and newsletter delivery statistics and reports.
- Executive Assistant (10/06 – 1/08)
- Supported Chief Marketing Officer: managed marketing budget, coordinated meeting and travel schedule.
- Provided support for Marketing team's PowerPoint and Excel presentations.
- Supported Office Manager in administrative tasks and facilities management.
- Organized and supported company's annual customer summit.

01/06 – 08/06: Collaborative Support Programs Freehold, NJ

Collaborative Support Programs is a non-profit agency dedicated to providing mental health services that support recovery and wellness, while working to improve the overall quality of life for mental health consumers.

Support Worker (01/06-08/06)

- Provided consistent support to mental health patients living in supportive housing.
- Case management duties, in particular: advocacy, aiding in personal and occupational goal creation and community integration, promoting independence, daily living skills and financial literacy; as well as accurate documentation of all contacts with patients.
- Developed rapport and trusting relationships with patients.
- Obtained familiarity with federal, state and local services available to those with mental illness and disability, such as Social Security, subsidized housing, community support programs, medical insurance and hospital care.

02/04 – 09/05: Department of Psychology, University of Massachusetts Amherst, MA

Research Assistant

- Collected data in laboratory, recruited participants, worked with SPSS analytical software, and performed literature research.

05/03 – 06/05: Greeno Student-Run Cooperative Amherst, MA

Co-Manager

- Regular duties included facilitating weekly meetings and maintaining accurate inventories, good vendor relations, accurate pricing, and proper rotation of stock.
- Played a key role on 5 of the organization's 14 governing committees: Purchasing, Cash-out, Board of Student Businesses, Menu-Planning, and Diversity.
- Created the organization's first Purchasing Handbook, lowered cost of goods sold by 25%, developed a pricing methodology and implemented a donation system for a local shelter in which all students could participate.

## **SKILLS**

- Competent in group dynamics and facilitation of discussions and meetings.
- CPR Certified.

- Excellent writing skills.
- Learning Spanish.
- Proficient in Microsoft Word, Excel, PowerPoint, Outlook, SPSS Analytical Software, Adobe Photoshop, Illustrator, QuickBooks and ReQlogic Accounting Software, HTML, and Drupal Content Management System.

## **INTERESTS**

**Educational:** Knowledgeable on public school systems and education issues particularly related to teaching and learning; and a passion for education reform.

**Clinical:** Competent in group dynamics and facilitation, skilled in following therapeutic approaches: strength-based, person-centered, cognitive behavioral and family systems.

**Technology:** Strong computer literacy including: proficiency in MS Office Suite, Adobe Photoshop & Illustrator; skilled in HTML and QuickBooks Accounting Software; knowledgeable on social networking technology and media relations.

**Music:** Classically trained violinist, amateur bluegrass fiddler.

**Other:** Avid cyclist, runner, and backpacker, with an interest in the field of urban education, particularly the intersections of race, gender and socio-economic status and educational equity.



## IAN MCDONALD

### Professional Experience

- |  |                  |
|--|------------------|
| <b>Learning Strategy and Instructional Design Contractor</b>   | 05/09 to present |
| <ul style="list-style-type: none"><li>Built Web-based training courses, learning portals and ILT initiatives for Fortune 500 companies: Corning Corporate, Johnson &amp; Johnson OTC Division, Corning Inc. Display Technologies Group, Wachovia's Broker's Division</li></ul>   |                  |
| <b>Achieva Corps, Los Angeles, CA</b><br><i>-Co-Founder</i>  | 03/07 to 05/09   |
| <ul style="list-style-type: none"><li>Starting entrepreneur for a business that sourced international professionals for work in U.S. public school systems</li><li>Managed all aspects of business from advertisement and recruitment to visa sponsorship and placement in U.S. school settings</li><li>Raised seed capital, built administrative processes and marketing infrastructure</li><li>Managed international recruiters in Chile, Argentina and India</li><li>Partnered with U.S. healthcare staffing agencies to place candidates in clinical settings</li></ul>  |                  |
| <b>GHS - Bilinguals, Child and Parent Services, Los Angeles, CA</b><br><i>-California Program Director</i>   | 03/04 to 03/07   |
| <ul style="list-style-type: none"><li>Grew business from five employees and less than \$500,000 yearly revenue to 55 employees and over \$5 million in annual revenue</li><li>Managed all aspects of business in California for NY-based company, including: contract negotiations with public schools and governmental agencies, process implementation, staff hiring and management, invoicing, AR management, and business development</li><li>Developed contracts with nine California school districts and managed 35 direct placements in schools</li><li>Equipped, staffed, and managed two child development clinics in east Los Angeles servicing over 500 families</li><li>Successfully vendored with California Department of Developmental Services Regional Center system</li><li>Developed all internal administrative and accounting procedures needed to work with Regional Center</li></ul> |                  |
| <b>DigitalThink, Inc. San Francisco, CA</b><br><i>-Learning Strategist and Instructional Designer</i>  | 11/00 to 03/04   |
| <ul style="list-style-type: none"><li>Account team lead for: Mazda, Nokia, United Nations, Aspect Communications, Stanford University</li><li>Production team lead for web-based course production in distributed workforce (U.S. – India)</li><li>Problem solved both technical and content related issues for U.S. and India production teams</li><li>Course Development Specialist for Sales Team responsible for prototyping for potential clients</li><li>Developed learning solutions and Web-based courseware for the following clients: Mazda, Honda, Caterpillar, Nokia Networks, Aspect Communications, Niku, EDS, ADP, Disney, Circuit City, Abercrombie &amp; Fitch, Ikea, United Nations, and Stanford University</li></ul>   |                  |
| <b>NYC Board of Education, New York City</b><br><i>-Teacher and Administrator</i>  | 04/92 to 06/00   |
| <ul style="list-style-type: none"><li>Developed and taught Social Studies, English and Spanish curriculum for High School Redirection and Salk School of Science JHS.</li><li>Coordinated all aspects of school sports program as Athletic Director for 500-student high school</li><li>Administrative liaison between NYC Construction Authority and High School Redirection</li></ul>  |                  |

- staff during \$10 million, five year building renovation
- Elected member of School-Based Options Committee – school’s main decision-making body
- Elected member of High School Redirection’s United Federation of Teacher’s Committee

**One World Clothing, New York City** 01/90 to 06/93  
*-Founder*

- Developed and ran own Guatemalan import clothing business

**NYC Department of Housing, Preservation and Development - Tenant Interim Lease Program** 05/88 to 11/89  
*- Building Coordinator*

- Managed and trained tenant groups in fourteen city-owned buildings in the Bronx, NY

## Client List

Corning, Mazda, Honda, Caterpillar, Nokia Networks, Aspect Communications, Niku, EDS, ADP, Disney, Circuit City, Abercrombie & Fitch, Wachovia, Ikea, United Nations, and Stanford University

## Education

M.A., Education, **Harvard University**, Cambridge, MA 06/98  
M.S., Educational Administration, **Fordham University**, New York, NY 06/97  
B.A., Dramatic Arts and History, **University of California, Berkeley**, CA 06/87

## Computer Skills

**Operating Systems:** Windows and Macintosh

**Languages:** Basic HTML and XML

**Software:** Adobe Acrobat, Adobe Captivate 4, Adobe Photoshop, Adobe Presenter 7, FTP Pro, Lane Hawk Log Analyzer, L5 LMS, Microsoft Excel, Microsoft Money, Microsoft Outlook, Microsoft Photo Editor, Microsoft Power Point, Microsoft Word, Microsoft Visio, Quick Books Premier – 2007, SharePoint, SmartStation, Snag It, Telnet, Windows and Mac OS systems, Quicken, Visual Fox Pro, WinZip

**Hardware:** CDRW, Digital Camera, LCD Projector, Scanner

**Industry Standards:** Designed and developed Web-based courseware to comply with SCORM and IMS Standards

## Credentials and Distinctions

**Fulbright Fellow**, Boajzici, Ankara and Izmir Universities, Turkey Summer, 1996  
**Harvard Club of New York Fellowship**, Harvard University 1997-1998  
**Graduate School of Education Grant**, Harvard University 1997-1998  
**Appointed Teacher of Social Studies in Day High Schools**, New York State Public Schools 1996  
Moderate fluency, Spanish  
Member of World Champion Ultimate Frisbee Team, **Cigar** 1999

## HOLLY KILPATRICK



**Professional Experience**

**PRIVATE PRACTICE**

*Individual Psychotherapy Services*

Sept 1990 – Feb 2001

**HOSPITAL FOR JOINT DISEASES ORTHOPAEDIC INSTITUTE**

New York University Medical Center – New York, NY

*Assistant Director – Social Work Services*

Jan 1996 – Feb 2001

Discharge planning coordinator for 9-member staff; clinical supervisor of 5. Liaison with Case Management. Educational coordinator of social work internship program. Staff development coordinator. Hospital HIV Counseling Coordinator.

*Volunteer Coordinator*

Oct 1996 – Feb 2001

Recruited, interviewed and placed over 450 volunteers. Liaisoned with numerous community programs placing over 300 junior volunteers and interns annually. Oversaw hospital staff supervision of volunteers.

*Social Worker – The Pain Center*

Aug 1989 – Jan 1996

Specialized in family and psychosocial issues with chronic pain syndrome patients. Student and volunteer group supervisor. HIV counselor. Managed the discharge of orthopedic patients.

*Co-Investigator/Clinical Coordinator – Clinical Trial*

Jan 1992 – Apr 1994

Primary coordinator for all aspects of patient recruitment, screening and weekly visits. Responsible for all assessments, medication management, accountability, collaboration and correspondence with IRB, CRO monitor and principal investigators. FDA monitored clinical trial of drug efficacy and safety for the treatment of Panic Disorder.

**MANHATTAN PSYCHIATRIC CENTER – DAY TREATMENT PROGRAM**

New York, NY

*Social Worker*

Oct 1988 – Mar 1989

Primary discharge planner for Transitional Unit patients. Lead patient therapy, substance activity groups, individual and family therapy. Clinic Liaison for MICA training.

**SOUTH BEACH PSYCHIATRIC HOSPITAL – DAY TREATMENT**

Vietnam Veterans Leadership Program

New York, New York

*Social Work Intern*

Sept 1986 – May 1988

Co-lead groups, individual and family therapy. Administered vocational counseling for unemployed veterans. Assisted in new program development.

**Volunteer Experience**

**Brooklyn New School**

Auction Team Leader – nearly doubled previous years fundraising

Spring 2010

**Prospect Park Alliance**

Playground Committee Member-assist in annual fundraising event

2008-2011

**Red Cross NYC**

Counselor for Disaster Mental Health Services –lower Manhattan

Dec 2001-May 2002

**Education**

**NEW YORK UNIVERSITY**  
R.F WAGNER GRADUATE SCHOOL OF PUBLIC SERVICE  
Master of Science in Public Administration **June 1989**

**NEW YORK UNIVERSITY**  
GRADUATE SCHOOL OF SOCIAL WORK  
Master of Social Work **June 1988**

**UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**  
Bachelor of Arts, Psychology **June 1979**

**Continuing Education**

**THE SPANISH INSTITUTE, New York, NY**  
Coursework completed through intermediate review **Dec 1993**

**NEW YORK CITY DEPARTMENT OF HEALTH, New York, NY**  
Certificate in HIV Pre & Post Test Counseling **June 1993**

**NEW YORK UNIVERSITY, GRADUATE SCHOOL OF SOCIAL WORK**  
Certificate in field instruction **Feb 1992**

**Certifications**

*NY State DOH – Screen Certification #116040* **Apr 1996**  
*Academy of Certified Social Workers* **June 1992**  
*Licensed Clinical Social Worker – License #038646-1*

**Professional Memberships**

**President, Metro NY Chapter – Case Management Society of America** **June 1997 – June 1998**

**Adjunct Assistant Professor of Social Work, New York University** **June 1996**

**BETH FRAZIER**

**Experience**

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**THE CORCORAN GROUP-Brooklyn, NY** **1/2008 to Present**

- Assist clients with the sale or purchase of residential & commercial real estate.
- Assist clients with their apartment or lease search.

**Property Owner/Entrepreneur** **12/2002 to Present**

- Purchased and maintain multiple three family properties in Brooklyn.
- Perform all accounting duties for property investments.
- Advertise available apartments, interview and screen prospective tenants.
- Complete paperwork for government programs including Section 8 tenants.

**FRAZIERVENDING SERVICES-Brooklyn, NY** **12/2002 to Present**

**Co-Owner**

- Maintain books and records for company.
- Prepare local annual sales & use tax returns, federal 1120S, Schedule K-1's and state returns.
- Order inventory and equipment for vending route
- Supervise staff of five

**Professional Experience**

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**PUBLICIS-New York, NY** **12/2000 to 11/2002**

**Senior Tax Accountant**

- Prepared and reviewed both consolidated & separate company federal and state corporate returns.
- Researched various tax issues, including analysis of new tax law & proposed legislation.
- Researched tax related issues for new and acquired companies, including incorporating them in various states and filing the proper paperwork.
- Supervised tax interns and tax preparers.

**PRICEWATERHOUSE COOPERS-New York, NY**

**Senior Tax Accountant**

**5/1995 to 12/2000**

- Promoted to Senior Tax Accountant to review tax returns for Fortune 500 companies and some major law firms including the review of estimated payments and extensions.
- Supervised three accountants, including training, work flow, quality control, conflict resolution, and reviewed tax work papers.

**Staff Accountant**

- Prepared U.S. federal and multi-state income tax returns for various Fortune 500 companies.
- Prepared estimated payments and extensions request.
- Prepared all supporting schedules and work papers, including depreciation and amortization.

**RAYTHEON (F/K/A EBASCO)-New York, NY**

**Accountant**

**1992-1995**

- Prepared bank reconciliations for all subsidiaries.
- Assist cash manager with various cash related schedules and projects.
- Assist outside auditors with bank reconciliation inquiries.

**Education**

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NEW YORK REAL ESTATE INSTITUTE-New York, NY- Salesperson License, 10/07

NEW YORK UNIVERSITY-New York, NY-Meeting, Conference & Event Mgmt Certificate 01/99

HUNTER COLLEGE-New York, NY-Bachelor of Science in Accounting, 01/92

**Attachment 8: Statements of Assurances**

Brooklyn Urban Garden Charter School (BUGS)  
**Charter School Application Statement of Assurances:**

- We intend to apply for a Charter School Planning and Implementation Grant (CSP). We understand that if the **Brooklyn Urban Garden 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.

*Note: The instructions in the 2011 Charter School Application Kit (page 11) are to submit CSP Grant Application information with the Full Application by the deadline of March 31, 2011.*

*Effective with this memo, these instructions are revised as above. The CSP Grant Application forms are not to be submitted with the Full Application by March 31, 2011.*

- In accordance with New York Education Law Section 2851(2)(t), in the case of the closure or dissolution of the **Brooklyn Urban Garden 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 **Brooklyn Urban Garden Charter School** is accurate and correct.

Susan [Signature] Signature of Lead Applicant  
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, Leslie Billie, (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 2<sup>nd</sup> Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1<sup>st</sup> Degree, a Class E felony.

  
\_\_\_\_\_  
Signature

3/30/2011  
\_\_\_\_\_  
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, Mark Lauterbach, (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 2<sup>nd</sup> Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1<sup>st</sup> Degree, a Class E felony.

  
Signature

3/26/11  
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.

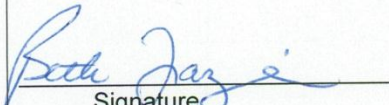
I, Holly Kilpatrick, (print name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged 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 2<sup>nd</sup> Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1<sup>st</sup> Degree, a Class E felony.

Holly J. Kilpatrick                      3/25/11  
Signature    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, Beth Frazier (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 2<sup>nd</sup> Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1<sup>st</sup> Degree, a Class E felony.

  
Signature

  
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, Shannon Sharp, (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 2<sup>nd</sup> Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1<sup>st</sup> Degree, a Class E felony.

  
Signature

March 3, 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, Teri West, (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 2<sup>nd</sup> Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1<sup>st</sup> Degree, a Class E felony.


  
\_\_\_\_\_  
Signature

March 4, 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, MIRIAM NUNBERG, (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 2<sup>nd</sup> Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1<sup>st</sup> Degree, a Class E felony.

  
Signature

3/27/11  
Date

**Attachment 9: Requests for Information from Prospective Charter School Board Members**



**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:** Susan Tenner  
(Include preferred honorific.)

**Charter School Name:**  
The Brooklyn Urban Garden Charter School  
(BUGS)

**Charter School Address:**  
Unknown

**To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):**  
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. x   
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. x  I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. x  I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.  
*A mutual friend introduced me to Miriam Nunberg maybe 3 or 4 years ago. I learned of Miriam's idea to start a sustainability-focused school in our community, and offered to lend a hand with my background in educational consulting and management. We have been working together to develop the school concept, and build the BUGS Founding Team, ever since. It's been a thrill and an honor to work with Miriam and all the talented and committed members of the team.*
5. Please explain why you wish to serve on the board.  
*Serving on BUGS Board is a natural segue to conceiving BUGS' educational concept, researching best practices in education, building community connections, and delving into all aspects of school start-up. On the Board, I can transfer my efforts from planning to implementation, idea to reality, and creation to governance. I can continue to guide the school's practices toward the fulfillment of its mission, ensuring a stellar education for its students and continuous growth within the organization.*
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. x  This does not apply to me.  Yes. (Include description here):
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.  
x  This does not apply to me.  Yes.  
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).  
Your response to question 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 husband Niclas Salomonsson was introduced to Miriam Nunberg at the same time as I and now knows many of the Founding Team members through my work on this project.*

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: *Through my work in founding BUGS I have met countless employees of charter schools, none with whom I'm particularly well acquainted beyond my work with BUGS. My husband Nic used to work at Outward Bound with the current Principal of the Lefferts Garden Charter School Marc Magnus-Sharpe. I now know Mark through BUGS.*

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.

X  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.

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

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.

x  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.

x  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. x  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.

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 act immediately. I would confront the members involved, contact other Board*

*members to discuss the issue, and seek guidance from the Charter Center or other Board support entity on recommended next steps.*

**Educational Philosophy**

17. Please explain your understanding of the charter school’s mission and/or philosophy. *BUGS mission is to prepare its students to be agents of positive change in their community and in their lives, preparing them academically and socially for success in high school, college and the 21st century workforce. This will be done through a rigorous study of the interdisciplinary study of the science of sustainability, and mastery of fundamentals and core subjects, in a highly inclusive environment that serves all of the community’s students.*
18. Please explain your understanding of the educational program of the charter school. *BUGS educational program will focus on real-world problems and issues as a centerpiece for learning. It will be inquiry-driven and will balance a project-based-learning approach with more traditional forms of instruction. Initially the science units will be the most interdisciplinary but as the school grows and teacher collaboration accumulates, more opportunities for interdisciplinary units and projects will develop in all core subjects. Instruction is geared toward differentiated instruction for special education, ELL and high functioning students in a highly supported and challenging environment. Whenever possible, the academic program will involve outdoor fieldwork, exposure to professional and higher education experiences, and place-based experiences of the natural world in its urban context.*
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. *Like any start-up, an idea is only as good as its execution. A charter school must have the structure, resources, and proper oversight to make its vision a logistical reality. At the center of any great school is its staff, and all of the participating within it- the students, teachers, families, larger community. Therefore, to ensure the success of BUGS I believe the board must vigilantly oversee the logistics of its operations, particularly its financial, operational and administrative functions; it must support the teachers to succeed with their difficult task, giving them the respect and resources needed to implement this innovative but challenging educational approach; and be sure to engage students, families and the larger community to provide feedback to and from the school.*

**Other**

20. Please explain your understanding of the appropriate role of a public charter school board member. *Charter school board members are responsible for the oversight of the school, ensuring its financial and programmatic viability. As a board member, I would support the Executive Director in every way possible to ensure that the school remains true to its mission, and receives the resources and guidance it needs to do so.*
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 charter school board’s 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 Miriam A. Nunberg, Esq.

(Include preferred honorific.)

Charter School Name: Brooklyn Urban Garden Charter School (BUGS)

Charter School Address: unknown

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

Board member, executive committee

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**

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

9. 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.

10. 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.

11. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

As the co-founder of the school, I, along with others in the group, conceived of the idea for the school, researched the process, and compiled the founding group.

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

I wish to serve on the board because, as the co-founder of the school, I wish to have the opportunity to continue to shape the direction of the school and to ensure that the vision we have is lived out in as successful a fashion possible.

13. 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):

14. 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.  X Yes.

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

As the co-founder of the school, many prospective board members were known to me in various capacities prior to their joining the planning team. Susan Tenner and I have known each other through friends and as members of a neighborhood discussion group called Kitchen Table Conversation; Robert Rodriguez and I were colleagues at the Office for Civil Rights for many years and have remained in contact since he left for City College; Mark Lauterbach and Shannon Sharp are parents of two of my son's classmates at PS 10 in Brooklyn; Holly Kilpatrick and I were neighborhood acquaintances for several years; and Ian MacDonald is a personal friend.

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.  X Yes.

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

Many people I know or meet tell me that they would be interested in working there, however no one has as yet been specifically considered for any position, with the possible exception of Yliana Gonzalez, a bilingual (Spanish/English speaking) teacher at my children's former pre-school, who has expressed interest in working in our office.

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.

X 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.

X 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.

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.

X 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.

X 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.   X 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  X Yes.

I work in a part-time capacity as an attorney for Office for Civil Rights (OCR) of the U.S. Department of Education (the Department). The Department's Office of the General Counsel's Ethics Division has provided clearance for my participation in the charter school application process (attached). Once the school is established, should I continue to be employed by the Department, I would need to seek additional permission to serve on the board. However, I was informed by the Ethics attorney who provided my clearance that there is no prohibition against serving on the Board of Directors of a charter school, and I should not anticipate a problem obtaining the permission. As indicated in the attached clearance, as long as I am employed by OCR, I will be prohibited from representing the school before any Federal agency, or in any legal proceeding in which the U.S. is a party or has a direct or substantial interest. I am also prohibited from using my position at the Department to, for example, arrange a meeting between the School and members of the Department. I will remain extremely mindful of these prohibitions and will recuse myself from any involvement with any contact between the school and the Department. As an attorney, I am very aware of ethical and legal conflicts and believe I have a good understanding of how to avoid and or manage them.

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.

In such an instance, I would insist that the board member(s) disclose the activity or dealing to the remainder of the board so that the remaining board members could evaluate the situation independent of the potentially conflicted board member(s). If the person was unwilling to disclose the activity or dealing, I would do so.

**Educational Philosophy**

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

The school's mission is to promote high academic achievement through the lens of a hands-on, sustainability oriented curriculum. The intent of the school is to develop in students strong academic skills at the same time that they become both highly literate regarding environmental challenges and issues, and capable of contributing in some way to developing solutions to these challenges. The school also intends to close the achievement gap, and to include students with disabilities and English Language Learners to the greatest extent possible.

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

The school's educational program will be interdisciplinary and hands-on, and at the same time provide remediation and direct instruction where necessary. The curriculum will be developed in conjunction with the Cloud Institute and Brooklyn College faculty.

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 schools are built around great teachers, a great curriculum and secure finances. This means supporting the teachers in as many ways as possible, from scheduling a humane workload, to providing quality professional development, and creating a collegial, respectful environment. We will also support all students so that their academic and social needs are addressed, by providing an engaging curriculum and an inclusive, developmentally appropriate school climate. We will use ongoing data analysis to monitor the success of the educational approach and modify as necessary. We will also have strong financial oversight by the board, and will draw on the solid financial background of many of the proposed board members to ensure that the school remains on secure economic grounds. I believe the board of a charter school plays a key role in its success. The board is responsible for helping to set the long term goals of the school and holding the school's management team accountable to those goals; helping to secure the school's facilities; and ensuring that the school remains in financial good standing such that it can attract and retain the best possible faculty and arm them with the best possible resources. I believe each of these factors need to be present in order to maintain the long term success of a charter school.

**Other**

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

I believe the appropriate role of a public charter school board member is as follows: a. to help govern the school in accordance with its by-laws and keep it focused on its mission, b. select the school's Executive Director, support that person and review his/her performance, c. assist school management with setting long term goals and hold management accountable to those goals, d. monitor the securing and deployment of the school's resources, and the sufficiency thereof, e. ensure that the school's programs are promoting the school's mission and goals, f. select additional board members and ensure that the current members are in good standing, g. make sure the school and board are operating ethically and legally, and h. assist with certain operational functions, including buying property, entering into leases and other contracts, administering funds, etc.

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

Affirmed.

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: Mark Lauterbach

**(Include preferred honorific.)**

**Charter School Name:** Brooklyn Urban Garden Charter School (B.U.G.S.)

**Charter School Address:** Unknown

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

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**

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

16. 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.

17. 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.

18. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

I became aware of the BUGS school through one of the founding members whose son is a classmate my son. It was through discussions with her that I became involved in the development of the school and the learned of the opportunity to become a board member.

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

While most of my work experience has been in non-public schools, I am a product of public school (from kindergarten through graduate school) and my child attends public school. I felt this was an opportunity to share my experience and expertise with te public schools while at the same time working to develop a new model of for middle school instruction.

20. 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):

21. 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:

Both Miriam Nunberg and Shannon Sharp have children who are classmates of my son and through this became acquainted.

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 am the director of research and assessment for the Cooke Center for Learning and Development, which will be helping to support BUGS through providing consulting services related to special education and assessment. While I will incur no personal gain or loss, financial or otherwise, based on this relationship, I will recuse myself from discussions and voting on any board decisions related to contracts with the Cooke Center.

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.

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.

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.

There is a potential conflict of interest with my being an employee of the Cooke Center for Learning and Development and the BUGS school contracting with the Cooke Center for consultation services. As I mentioned in my previous answer there will be no personal financial gain for me as I am a salaried employee and my work is primarily within the Cooke Center's own schools not in the consulting division. However, to prevent the possibility of a conflict of interest I will recues myself from discussions and votes pertaining to Cooke Center. I have also made it clear to both parties that my work and board membership are independent...if I were to leave The Cooke Center I would remain a board member for BUGS and if I were to leave the board it should have no influence on the relationship between BUGS and the Cooke Center.

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 first approach the board member in question and ask them to present the situation to the board. If the board member(s) does not, I would then present my opinion to the full board or executive committee depending on which seemed more appropriate to hear the information. If I did not feel the board took the case seriously I would contact the chartering agency.

### **Educational Philosophy**

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

The mission is to create an exemplar middle school that though the unifying lens of the science of sustainability teaches students the knowledge and skills required to be successful students and members of the community. Its mission is also to create a school for all children meeting the diverse needs of the community through a commitment to inclusion.

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

The educational program is to blend strong direct instruction with project based learning centered around the science of sustainability. This will afford students the opportunity to learn the requisite knowledge and skills and demonstrate mastery in real life interdisciplinary contexts.

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.

To be successful a charter school needs a strong unifying educational vision and a strong administrative structure to ensure its stability, To maintain this the board needs to provide the necessary funds and materials and seek out and hire a strong staff, The board then needs to ensure accountability to our ultimate stakeholders—our students. The board must never forget that it is their success that is our

ultimate measure and to support the school to create the greatest opportunity for success and to constantly make sure that success is occurring.

**Other**

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

The role of the board is to govern the school by its bylaws, support the mission, ensure the material support for the school, provide supervision for the head of school, provide financial and educational oversight, and offer the skills we have to the service of the school.

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

Affirmed

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:** \_\_\_Ian MacDonald\_\_\_\_\_

**(Include preferred honorific.)**

**Charter School Name:** \_\_\_Brooklyn Urban Garden Charter School\_\_\_\_\_

**Charter School Address:** \_\_\_\_\_

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

\_\_\_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**

22. Please provide your educational and employment history. You may do so by attaching a résumé. **X**  
Resume Attached
23. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. **X** I affirm.
24. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. **X**  
I affirm.
25. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board...*I am part of the school's founding team.*
26. Please explain why you wish to serve on the board...*My experience in developing the concept of the school has instilled in me a strong desire to see the school succeed. Having been a founding member, I am in a unique position to make sure the school stays true to its mission after it moves beyond the concept stage and becomes a fully functioning school serving the families of the district.*
27. 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. **X**  
Yes. (Include description here):...*I do not have any prior Board experience, but my professional background as a NYC school teacher, online learning educator, and start up entrepreneur make me uniquely qualified to help guide the school as a Board member.*
28. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.  
**X** This does not apply to me.  Yes.  
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).
- Your response to question 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.  Yes.  
If your answer is yes, please indicate the precise nature of your relationship here: ...Miriam Nunberg has been a friend of mine for 15 years and she asked me to join the school's founding team. Those proposed members of the Board who are part of the founding team (Brooks Tanner, Holly Kilpatrick, Susan Tenner, Leslie Billie, Mark Lautenbach, Teri West, and Shannon Sharp), I have gotten to know over the last several months as we have put together the design of the school.
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:
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.
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.

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...*As a Board, you have a very public and important role as the highest local administrative body representing the school. Every Board member is responsible to uphold the integrity of the school. If our integrity as a Board is compromised, it affects the school's ability to conduct its mission. If there were a conflict of interest as described above, the first thing I would do is to make sure the entire Board knows about the issue and to make sure the issue is resolved and made public in a manner that is honest and straightforward.*

### **Educational Philosophy**

17. Please explain your understanding of the charter school's mission and/or philosophy...*The school's philosophy is to use a child's experience of the city's outdoor ecology as the foundation for a curriculum built on the science of sustainability. BUGS' students' real life experiences with the city's ecology will help them connect with an inter-disciplinary curriculum built on sustainability, science, and acquiring the skills to think and work in a 21<sup>st</sup> century world.*
18. Please explain your understanding of the educational program of the charter school....*The school will use the Common Core Learning Standards as the basis for the key concepts and performance indicators of the curriculum. In conjunction with the Common Core Learning Standards, the school will adopt the nine themes of sustainability as developed by the Cloud Institute for Sustainability Education. Three of the nine themes will be developed and built upon each year. The Sustainability themes are particularly strong in the Science and Social Studies areas.*
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....*1. The first step for the Board is to make sure the mission and vision as described in the school's charter is carried out and implemented faithfully. 2. The next step is to make good hires. Hiring is probably the most important task for the board. If the Board hires good people, those good people will help to create a good and positive school. 3. The Board must ensure that key elements of the school community are involved in helping to carry out the mission of the school. Parents and community groups need to be encouraged and made to feel like active participants in the school direction. 4. The Board must ensure that there is accountability throughout the organization. Make sure that those who are doing a good job are applauded, while others who are not acting in accordance with the school's mission are made accountable for their actions. 5. The Board must provide guidance to the Executive Director of the school. The Board is assembled because of its broad experience. That experience must be shared with the Executive Director and she must be made to feel that she is both held accountable and supported by the Board. 6. Help the school secure needed funds if funds are needed.*

### **Other**

20. Please explain your understanding of the appropriate role of a public charter school board member...*The role of a BUGS Board member is to actively help the school faithfully carry out its mission as described in the charter. Specifically, those duties will include: 1. Hiring, evaluating*

*and firing the Executive Director. 2. Overseeing the educational program and ensuring the school meets its academic goals. 3. Ensuring the school is fiscally sound and resources are mission-aligned. 4. Ensuring the school is operationally sound. 5. Maintaining regulatory compliance, including reporting requirements. 6. Maintaining excellent relations with the schools local community and promoting the interests of the school. 7. Ensuring the effectiveness of the Board in carrying out its responsibilities.*

21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies....*Yes, I have.*
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:** Holly J. Kilpatrick  
(Include preferred honorific.)

**Charter School Name:** Brooklyn Urban Garden 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.):**

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**

29. Please provide your educational and employment history. You may do so by attaching a résumé. **X**  
Resume Attached
30. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. **X** - I affirm.
31. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. **X** - I affirm.
32. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. I have known Miriam Nunberg for many years and when she first conceived of the school she asked if I would be interested in helping make the school a reality.
33. Please explain why you wish to serve on the board. I would like to do everything I can to make this school a success, and I believe that by serving on the board my social work experience can inform the Board and the school on the social challenges facing students and families.
34. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. **X** - This does not apply to me.  Yes. (Include description here):
35. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.  
**X** - This does not apply to me.  Yes.  
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).
- Your response to question 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:  
During the course of the work on the application, I have come to know many of the prospective board members.
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.  
**X** - 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.  
**X** - 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.
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.  
**X** - 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.  
**X** - 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. **X** - 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.

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 ask the Board Members to explain their actions to the Board of Trustees. They would be advised of the bylaws and policies governing board members. The Board would decide by majority vote whether a conflict of interest exists. And, the Board members may be removed from the Board.

### **Educational Philosophy**

17. Please explain your understanding of the charter school's mission and/or philosophy. The philosophy of the school is that through a rigorous and inter-disciplinary study of the environment and the science of sustainability, students will gain a deep knowledge in core academic subjects and develop the critical thinking skills required to succeed in high school and the future. In addition, the school is committed to ensuring that English Language Learners and special needs students are fully supported to ensure their success.
18. Please explain your understanding of the educational program of the charter school. BUGS will use the Environment as an Integrating Context Model which includes interdisciplinary, project based activities and individualization for students. Rigorous assessment will continually inform the programming.
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 must ensure that all actions support the mission of the school. To this end, the Board will provide financial, operational, educational and business oversight and guidance to support school leadership in achieving the mission. A successful school has strong innovative, leadership that can work collaboratively with the board, the students, families and community.

### **Other**

20. Please explain your understanding of the appropriate role of a public charter school board member. A charter school board member is responsible for, along with the Board of Trustees, the appropriate use of private and public funds dedicated to educating students. Board members bring their skill set to a team, that, as a whole and through committees, hold the leadership of the school accountable to the mission and assist them in their efforts.
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. – Yes I have read the bylaws and all policies.
22. Please provide any other information that you feel is pertinent to the Department's review. - None



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

**Name:** Mr. Brooks Tanner

**(Include preferred honorific.)**

**Charter School Name:** Brooklyn Urban Garden Charter School

**Charter School Address:** \_\_\_\_\_

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

\_\_\_\_\_

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you 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**

36. Please provide your educational and employment history. You may do so by attaching a résumé. x  Resume Attached
37. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. x  I affirm.
38. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. x  I affirm.
39. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. I had expressed an interest in getting involved with a charter school to a friend who introduced me to one of the co-founders.
40. Please explain why you wish to serve on the board. *I believe strongly that all kids deserve a solid education and that there are not enough quality schools in New York City. I believe that charter schools can play an important role in terms of improving the overall quality of the public school system and that their model of governance is an important distinction between charter schools and other public schools. As such, the quality of the board is an important factor in a charter school's success, and I believe my background and interest in the education of our future citizens can be valuable in that regard.*
41. 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. x  Yes. (Include description here): As indicated in my resume, I serve on the advisory board of a private school in the Bronx, Santa Maria School. I am also a trustee on the board of the National School Climate Center, a 501(c)3 dedicated to helping schools create a safe, supportive environment that nurtures social and emotional, ethical, and academic skills. Finally, I have relevant business experience having spent many years as an investment banker and as a chief financial officer for two start-up businesses.
42. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.  
x  This does not apply to me.  Yes.  
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question 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: I have met other prospective board members as part of the process of getting involved with this school.
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.  
x  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.  
x  I / we do not know any such persons.  Yes.
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  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.  
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. x  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.  
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 discuss this with other board members and if we were not satisfied that such activity did not end immediately, I would move to have the individual removed from the board.*

### **Educational Philosophy**

17. Please explain your understanding of the charter school's mission and/or philosophy. *BUGS mission is to provide all children from the community the opportunity through the exploration of real world problems and an interdisciplinary curriculum emphasizing the science of sustainability to develop not only the academic skills to succeed in high school, but also the problem-solving and interpersonal skills that will allow them to become productive citizens and effective stewards of the environment.*
18. Please explain your understanding of the educational program of the charter school. *The foundation of BUGS' educational program will be an inquiry based and interdisciplinary study of the science of sustainability. Through exploration of real world problems from a variety of disciplines, such as math, natural science, social studies and the humanities, students will gain not only a deep knowledge of the core academic subjects but also the problem solving, critical thinking and collaborative skills needed to succeed in this century. Students will also develop a strong appreciation for the natural world and the foundational skills to develop into effective stewards of the environment.*
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. *An effective charter school should not only ensure that all students have the core language and quantitative skills to progress academically, but also the attitudes and skills to become life-long learners and productive citizens. In order to ensure BUGS' success, the board must make sure that school staff are qualified and aligned with the school's mission and that the school has adequate resources to fulfill that mission. In particular, the board must hire, support and hold accountable an effective head of school capable of leading a qualified staff in the fulfillment of the school's mission. The board must pay close attention to measuring outcomes in terms of student academic performance and to monitoring the school's finances.*

### **Other**

20. Please explain your understanding of the appropriate role of a public charter school board member. *A board member of a public charter school has ultimate responsibility for the success or failure of the school. While the board is not responsible for day to day management of school operations, the board is responsible for defining the mission of the school, ensuring adequate resources for fulfilling that mission, including qualified staff and holding both the staff and*

*themselves accountable for results.*

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 these documents.*
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: Teri West  
(Include preferred honorific.)

Charter School Name: Brooklyn Urban Garden Charter School

Charter School Address: t/b/d

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

\_\_\_\_\_

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you 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**

43. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached
44. 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.
45. 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.
46. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. *I was invited by the Co-Founders to serve as the middle school designer and advisor.*
47. Please explain why you wish to serve on the board. *As an educator, program developer and researcher, much of which is in the middle grades, I was excited to be involved in the development of a middle school with a forward thinking vision to educate young adolescents for the 21st century. Being on the board has given me an opportunity to be involved in the creation of a high-performing middle school from the ground up—a middle school that incorporates what I know from more than 20 years of working in education to be academically rigorous, developmentally appropriate, and socially equitable for all students.*
48. 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):
49. 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:
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:
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.
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.
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 call a board meeting and bring it up for discussion and action.*

**Educational Philosophy**

17. Please explain your understanding of the charter school's mission and/or philosophy. *The Brooklyn Urban Garden Charter School (BUGS) will be a vibrant learning community dedicated to stewardship of the environment and the inter-disciplinary study of the science of sustainability. Through explorations of real-world problems and challenges, BUGS graduates will gain: a deep knowledge in the core academic subjects; the problem-solving and critical thinking skills to succeed in high school, college, and the future workforce; and the ability to collaborate with others in an increasingly global society.*
18. Please explain your understanding of the educational program of the charter school. *BUGS will be a middle school focused on the science of sustainability, which incorporates the natural sciences, math, economics, history, social sciences, and the humanities to examine the intersection of human and ecological systems. This interdisciplinary field has the capacity to develop new knowledge and ways of thinking needed for students to become actively aware of the larger world, ask significant and relevant questions, wrestle with big ideas, deepen understanding of core subjects, and develop necessary 21st century skills.*
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. *1. Ensure strong instructional leadership. 2. Effectively communicate the vision throughout the organization and surrounding community. 3. Maintain a realistic understanding of the challenges of a start-up organization and the ability to be flexible without losing sight of the larger mission. 4. Continually reach out and nurture relationships with the community we serve, including parents, CBOs, and other community and educational organizations. 5.*

**Other**

20. Please explain your understanding of the appropriate role of a public charter school board member. *1. Inform decisions about hiring of school personnel, particularly those who are in leadership positions. 2. Advocate and represent the school in the community. 3.*
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 these documents.*
22. Please provide any other information that you feel is pertinent to the Department's review. *None.*

**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: Shannon Sharp

(Include preferred honorific.)

Charter School Name:

Brooklyn Urban Garden Charter School (BUGS)

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.):

board member / finance committee 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**

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

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

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

53. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

I was invited by one of the co-founders, a fellow parent at my children’s public elementary school.

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

I would like to help guide the establishment and growth of an organization, to engage at a strategic level, and to promote quality middle school options in our district.

55. 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. x  Yes. (Include description here):

In addition to skills gleaned from my resume, I routinely interact with clients that are Board-governed (state housing finance agencies) and whose boards must approve our transactions. I also completed an employer-sponsored training on non-profit board service.

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

x  This does not apply to me.  Yes.

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

Your response to question 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:

I know two other prospective board members, whose children attend elementary school with mine.

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:

The principal of a different charter school, DreamYard Preparatory School (Bronx school 329), Rod Bowen, is a friend. Rod, my husband and I attended the same university and have all lived in Brooklyn since that time.

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.

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.

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 raise this issue with the board leader (chair or other such designation) or the appropriate contact at the chartering organization if I feel that the board leader is involved or otherwise not objective.

**Educational Philosophy**

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

Our mission is to develop a learning community in which students excel in math, science and literacy through inquiry-driven and project-oriented experiences in nature, using school gardens and local natural spaces as living classrooms. This place-based education provides hands-on, multi-disciplinary learning and aims to promote student curiosity, confidence and critical thinking skills.

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

Students will explore math by devising environmental investigations and analyzing observations. They will study science in the context of designing and building gardens and composting and rainwater and recycling systems. Students will develop literacy as they document original research, publish analyses and present local histories, in written and video formats as appropriate.

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 must recruit and retain quality, committed staff, reach out to the community to generate widespread interest, and engage and involve parents. Goals, policies and procedures must be consistent and clear. The board should strive to create a reliable governance structure, communicate performance metrics, remain well informed, and empower staff to implement strategies and overall operations.

**Other**

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

A public charter school board member is responsible, along with other board members, for guiding the school and ensuring compliance with applicable laws and its own by-laws. The board may delegate authorities to staff while retaining responsibility.

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

Yes

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: Leslie Billie  
(Include preferred honorific.)

Charter School Name: Brooklyn Urban Garden Charter School

Charter School Address: Unknown

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

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**

57. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached
58. 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.
59. 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.
60. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. *I met founding group member, Miriam Nunberg, and she invited me to join the working group.*
61. Please explain why you wish to serve on the board. *I am very passionate about having an active role in any educational organization whose mission is to advance the educational equity of children, particularly in urban environments. Moreover, I feel a strong connection with BUGS being in my local neighborhood.*
62. 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):
63. 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:

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:
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.
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.
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 consult other Board members immediately, as well as confront the individual board member. I would work with the other Board members and seek advisement from the Charter School Center on how to handle the issue.*

**Educational Philosophy**

17. Please explain your understanding of the charter school’s mission and/or philosophy. *BUGS seeks to graduate students with curious minds, who will be passionate about facing the challenges of a 21<sup>st</sup> century. BUGS will execute an interdisciplinary model that will educate the “whole” child.*
18. Please explain your understanding of the educational program of the charter school. *BUGS’ ed program will be comprised of a project-based, inquiry-driven approach that allows students to confront real-world problems. BUGS ed approach will value experiential learning, allowing students to be in the local urban environment when possible. Additionally, BUGS’ approach will be tailored to meet the needs of ELL and special education students.*
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. *Like any good school, effective school leadership in combination with a focus on the instructional core (the relationship between the student, teacher and content) are the primary aspects. Additionally, a school that is built and supported by the community ensures its sustainability. Charter schools have an important role to play in that they have the opportunity to execute effective school models, and then communicate those best practices with other schools, both charter and traditional public. A charter school is an opportunity to provide a community with an alternative, and also to help the schools in their local neighborhood.*

**Other**

20. Please explain your understanding of the appropriate role of a public charter school board member. *The most important role of a board member is to be sure that the school leadership/staff are executing the mission/vision of the school, by providing the necessary support and advisement.*
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 have read and understand the charter school application, the charter school board’s by-laws and all proposed policies.*
22. Please provide any other information that you feel is pertinent to the Department’s review.