

APPLICATION SUMMARY

School Name	Great Oaks Charter School
Lead Applicant Name	Michael Duffy
Media Contact Name	Michael Duffy
Media Contact E-Mail Address	mduffy@greatoakscharter.org
Media Contact Telephone Number	917-239-3641
District Location	CSD 2, New York City
Opening Date	August 2013
Proposed Charter Term	5 years (2013-2018)
Proposed Partner	Great Oaks Foundation
Projected Enrollment and Grade Span During Charter Term	433 students in Grades 6-10
Projected Maximum Enrollment and Grade Span	550 students in Grades 6-12
Mission Statement	The mission of the Great Oaks Charter School is to prepare our students to succeed in college by obtaining a four-year degree. We will accomplish this by combining high academic and behavioral expectations for our students with an extraordinary level of individual attention to each student's needs through tutoring. We believe that this model will be particularly beneficial to English Language Learners and will target them for recruitment.

The Great Oaks (GO) Charter School will be a college preparatory charter school serving grades 6-12 that will replicate the successful methods of the Match Charter School of Boston. The central elements that have driven Match's success are a school culture of high expectations for every student, a strong focus on building relationships with students and their families and several hours each day of tutoring delivered by a full-time tutoring corps. In its first 12 years, Match has garnered accolades for its track record of success with high-needs students, and has been listed among the top public schools in the country by Newsweek, US News & World Report, the US Department of Education, and New Leaders for New Schools.

At the heart of GO's program is rigorous instruction tailored to the needs of each of its students. In the classroom, students will participate in interesting lessons, learning with their peers in an exciting setting led by an experienced teacher who is responsible for setting the pace, introducing new content and monitoring students' progress. Those lessons are augmented by tutors who reinforce material that has been taught in the classroom and who are able to differentiate instruction to meet the needs of each student. Every student has two hours of individualized tutoring built into his or her regular school schedule every day.

Great Oaks proposes to locate in Lower Manhattan, serving Community School District 2, with an at-risk preference in our lottery to ensure that at least 25% of the students admitted in the 6th grade each year are English Language Learners. Our vision is to secure a permanent home for the school on Governors Island in New York Harbor - fittingly in view of the Statue of Liberty as we recruit students from among those families who have recently immigrated to America. We also believe that students with disabilities will thrive at GO with the hours of individualized attention that tutors provide to our students each day. We aim to

be a place where students from families of every economic status will feel comfortable enrolling their child.

GO anticipates drawing applicants mainly from the lower half of CSD 2, given our aim of locating the school on Governors Island and the typical family's willingness to allow their child to travel only so far from home to school. In the 61 charter and traditional public schools operating in 2010 in the zip codes below 34th Street, two-thirds of students qualified for free and reduced lunch, and one in ten were students classified as having Limited English Proficiency. In public schools in the Lower half of Manhattan, 22% of students are black, 37% are Hispanic, 21% are Asian and 19% are white.

The Great Oaks Planning Team has undertaken extensive efforts to meaningfully solicit members of the community for their input regarding the proposed school. This includes meetings with parents, elected officials and their staffs, educators including those at the New York City Department of Education, teachers and school leaders, faith based institutions, advocacy groups, youth development agencies, settlement houses, non-profit organizations, ethnic federations, community leaders, academic experts, immigrant groups and the residents of public housing, among others. We contacted the Regent who represents Community School District 2, Charles Bendit, as well as several of the Community Boards that have jurisdiction over development in the District. Our outreach materials are in Chinese and Spanish, the better to reach out to the 25% of applicant seats set aside for students who are English Language Learners. We will focus our student recruitment efforts in elementary schools with large groups of at-risk students.

The Great Oaks Foundation is supporting the launch of the proposed Great Oaks Charter School. The Great Oaks Foundation previously helped open a charter school in Newark, New Jersey by supporting that school's founding Board in recruiting its initial staff and full-time Tutor Corps (soliciting more than 300 applications for 24 tutoring positions), recruiting the initial cohort of students, and securing incubation and long-term facilities. The Great Oaks Foundation will provide a similar level of assistance to the Founding Board of Great Oaks in New York City. The Great Oaks Foundation is not a Charter Management Organization and will not extract any management fees from the Great Oaks Charter School.

In order to realize GO's plan to find a home outside of a district building, the planning team members, working in conjunction with the Great Oaks Foundation, have invested hundreds of hours and significant resources in determining what it would cost (\$39.7M at \$500 sq./ft.) to renovate a building to serve our student body. We have also begun the work of identifying likely sources of those funds (e.g., tax credits, bond financing, and a capital campaign). The lead applicant for the charter, Michael Duffy, has in the past led the efforts to identify, finance and renovate two different charter school building projects (Match and City on a Hill) and will draw on his experience to do the same for Great Oaks. In addition to laying the groundwork for our long-term home, the planning team has also worked diligently to identify incubation space that would house GO while construction was underway.

Finally, GO has undertaken an innovative partnership with New York University's Steinhardt School of Education, whereby a select group of the tutors at Great Oaks will be trained to become highly effective classroom teachers. In a letter in support of Great Oaks, Mary Brabeck, the Dean of the Steinhardt School, states that, "the Great Oaks Charter School's model has the potential to be a transformative place for its students, to support the preparation of a new generation of teachers through its Tutor Corps and to impact the national conversation about the best way to organize schools in the 21st century."

CERTIFICATION AND ASSURANCES STATEMENT

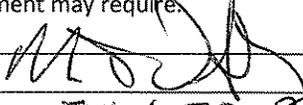
Proposed Charter School Name Great Oaks Charter School
 Proposed School Location (District) NEW YORK CITY - Community School District 2

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

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, "the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners."⁷

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

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application⁸
- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted under this subpart;⁹ and,
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.¹⁰

Signature of Applicants:	
Date:	JULY 30, 2012
Print/Type Name:	Michael Thomas Buffa

⁷ N.Y. Education Law § 2854(2)(a)
⁸ ESEA § 5203(b)(3)(J)
⁹ ESEA § 5203(b)(3)(K)
¹⁰ ESEA § 5203(b)(3)(N)

Great Oaks Charter School - Application to New York State Board of Regents

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I. Mission, Key Design Elements, Enrollment and Community

A. Mission Statement and Objectives

The mission of the Great Oaks Charter School is to prepare its students to **succeed in college.**

Great Oaks' objectives are to create a rigorous, supportive middle and high school program that ensures its graduates have the requisite knowledge and habits of mind to earn a degree from a competitive four-year college or university. We believe that all students can succeed in an atmosphere of high expectations and caring relationships where they receive considerable individual attention.

The founding team of the Great Oaks Charter School (GO) believes that we will realize our objectives and mission by replicating the proven methods of the Match Charter School, a middle/high school in Boston. Since opening its doors in 2000, Match has established a remarkable track record of serving at-risk students: 74% of Match graduates are either still in college or have successfully obtained their degree.

The proposed Great Oaks Charter School will materially further the six objectives detailed in New York State Education Law §2850(2) and delineated in the Charter Schools Act through its unique school design elements, innovative instructional approach and its culture of high expectations as described below:

1. "Improve student learning and achievement" – We will implement a rigorous educational program that meets and exceeds New York State standards and provides our students with the knowledge, skills and character that they need to achieve their potential. **As a middle/high school, GO is aligned with the city and state's priorities to create more high-quality secondary schools.**
2. "Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure" – In replicating the Match Charter School in Boston, we will implement an academic model with 10 years of proven success with students who are at risk of academic failure. Match has succeeded because of its high expectations for all students, its commitment to building relationships with students and their families, and the high degree of individual attention each student receives. GO will thoughtfully reproduce those elements to create a school that helps all of its students succeed. We believe that this is particularly true for those students who are at-risk of academic failure, English Language Learners and students with disabilities. **GO will be setting aside 25% of the seats in its lottery for English Language Learners.**
3. "Encourage the use of different and innovative teaching methods" – Every student at GO will receive at least two hours of individualized tutoring every school day through the integration of a group of full-time tutors – the Great Oaks Tutor Corps. **This selective group of recent college graduates plays a key role in the curricular and instructional model of the school and allows GO to apply an innovative approach to delivering lessons in a variety of groupings: one-on-one, in small groups and whole class instruction.**
4. "Create new professional opportunities for teachers, school administrators and other school personnel" – GO will attract talented young people to the field through its tutoring program, known as the Tutor Corps. Through a collaboration with New York University, many of those tutors will go on to become effective teachers and school leaders, after a year of hands-on experience supported by extensive coaching and professional development at Great Oaks. It is for this reason that Mary Brabek, the Dean of the School of Education at NYU wrote, **"I think**

the Great Oaks Charter School’s model has the potential to be a transformative place for its students, to support the preparation of a new generation of teachers through its Tutor Corps and to impact the national conversation about the best way to organize schools in the 21st century.” (See her letter of support in Attachment 2)

5. “Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system” – Great Oaks Charter School will represent a new and innovative public school model for families in New York City’s Community School District 2. **Our mission of college success for all students, our approach of high academic and behavioral expectations, our commitment to building strong relationships with students and their families, the level of individual attention provided by our full-time Tutor Corps and our special effort to recruit English Language Learners will be a unique and compelling new option for families in CSD 2.**
6. “Provide schools with a method to change from rule-based to performance-based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results” – Great Oaks will ensure that data inform decision-making and are used to evaluate all aspects of Great Oak’s performance including the efficacy of its academic program, the efficient allocation of financial and human resources, the retention and compensation of teachers and administrative staff and the functioning of its Board on an individual and collective basis. Everyone associated with Great Oaks will share the responsibility of meeting or exceeding our achievement goals. Data from our assessments and NYS tests will be used to inform instruction, promote academic excellence, monitor student progress, identify and monitor intervention services, inform dynamic grouping of students, evaluate program effectiveness, and make adjustments to our instructional program. Our teachers will be compensated based on performance and not simply by teaching experience and academic degrees. We welcome both the internal and external monitoring of our academic, financial and operational performance as we believe that all public schools must be held accountable. We are committed to performance-based accountability that challenges us to meet measurable student achievement criteria and fiscal and operational performance measures. **We recognize and look forward to the challenge of meeting and exceeding our goals and demonstrating our success to parents, the community we serve and our authorizer.**

B. Key Design Elements

Our approach will ensure that all of our students leave Great Oaks Charter School having mastered New York state achievement standards and with the knowledge and habits they will need to graduate from a selective four-year college or university. Whether a student is ready to succeed in college and beyond depends on more than satisfying the requirements for high school graduation. College success requires higher-order thinking skills, a passion for reading and discovery, deep mastery of content and character traits like courage, discipline and perseverance.

Our educational program replicates the Match Charter School in Boston, which has significant evidence of success over its 12-year history. Match has consistently served a student body that is more than 90% black or Hispanic and where more than 75% of students receive free or reduced-price lunch. Started as a high school, Match expanded in 2008 to become a 6th-12th-grade program. Even with just 9th-12th grades, however, Match generated significant learning gains for its students, presenting clear evidence of success for this existing school model:

- Five times between 2008-09 and 2011-12, New Leaders for New Schools and the USDOE recognized Match’s Middle School and High School programs as Effective Practice

Incentive Community (EPIC) award winners for student achievement gains (the most of any school in the country during the same period).

- In 2009, U.S. News and World Reports ranked Match among the top 3% of U.S. public high schools
- In 2008, the U.S. Department of Education recognized Match as one of the 8 best charter high schools in the country
- In 2007 and 2009, Newsweek ranked Match as one of the top 100 U.S. public high schools

Match’s mission, like that at GO, is to prepare each of its students to succeed in college. Here, Match has demonstrated extraordinary results. Nationally, just 8% of Americans in the bottom income quartile hold college degrees by age 24 (compared to 31% of all U.S. students). Of the first seven classes to graduate from the Match High School, between 2004 and 2010, 74% of alumni have either graduated from college or are still enrolled.

GO’s key features, which are modeled on the ones that Match has refined over the last decade, are a school culture of **high academic and behavioral expectations, predicated on the belief that every child can succeed**; a strong focus on **building relationships** with students and their families; and a highly **individualized academic program** through daily tutoring delivered by a full-time Tutor Corps.

High Academic and Behavioral Expectations:

Rigorous Academics: According to USDOE researcher Clifford Adelman, “The academic intensity of the student’s high school curriculum still counts more than anything else in pre-collegiate history in providing momentum toward completing a bachelor’s degree.”¹ In order for Great Oaks to achieve its mission of preparing students for college success, we will create a rigorous 6th-12th grade academic program with annual learning objectives aligned to the Common Core State Standards that sets a high bar for student achievement. We will ensure that all of our students are ready for Advanced Placement courses in their junior and senior years and that they can enroll in actual college courses in their senior year. Because students are not well-served by being promoted to the next grade level when they are not ready, Great Oaks will have rigorous criteria for promotion and support students on their way to meeting those criteria.

Building Character: We believe that succeeding in college requires character and that for our students to beat the national college graduation rate of 41%, they will need to demonstrate traits like courage, perseverance and discipline. We will actively develop character traits through a school culture that reinforce these core values. When this culture is fully realized, it will be maintained by the actions of not only board members, teachers and the school’s leaders; it will be upheld by the actions and behavior of parents, families and students alike.

Building Relationships:

Great Oaks will succeed by building a school community centered on each student’s success. Such a community includes teachers, school leaders, tutors, students and – crucially - families. We believe that our students’ families possess “hidden human capital” that can be tapped to leverage greater effort from students, ultimately leading to better outcomes. Match has had significant success in building these school-to-home bonds through a program of frequent – at least weekly - teacher, tutor and administrator phone calls to each parent or student guardian. Phone calls initiated by

¹ Adelman, Clifford. “The Toolbox Revisited: Paths to Degree Completion from High School Through College.” U.S. Department of Education, 2006.

² Cotton, Kathleen. *New Small Learning Communities: Findings from Recent Literature*. Portland: Northwest

Great Oaks serve to create positive relationships with families so that the first time a parent hears from a teacher isn't about an academic or behavioral problem. Extensive, individual parent outreach was pioneered at Match by founding principal, veteran teacher and Massachusetts Teacher of the Year Charlie Sposato. We will ask Great Oaks' teachers and tutors to call every single one of their students' homes at the beginning of the school year and to devote 3 to 5 hours per week to parent phone calls as part of their weekly routines. Additional opportunities for parent engagement with the school allow us to develop stronger relationships through an informal setting. Welcome-to-school barbeques, parent potlucks and sporting events increase the investment of the entire school community in the success of our students.

Individualized Lessons via High-Dosage Tutoring

Central to the success of the Match School has been the development of a one-year tutoring fellowship called the Match Corps, which provides all students with a minimum of two hours of individualized tutoring each day. The Great Oaks Tutor Corps will have several major benefits for students:

1. **Academic skills:** Students benefit from attention to their specific needs, particularly when they are trying to make up academic deficits. Tutoring is a data-driven daily intervention where the ideas and concepts that students struggle with can be addressed outside of the classroom. Tutoring materials are an extension of classroom lessons – created by teachers as a key component of GO's curriculum. Tutors are provided with the training and ongoing coaching by a dedicated school administrator (the Corps Director) to ensure their effectiveness and professionalism.
2. **School culture:** Assigning each student a tutor who they see every single day helps to foster relationships between students, tutors, and their families, which motivates students to achieve. When students feel that teachers, tutors and administrators are genuinely invested in their success, this results in stronger student engagement, improved family partnerships, a decrease in disciplinary issues and lower student attrition rates.

Other Key Features

In addition to the distinct elements outlined above, Great Oaks will implement research-based design elements that have led to student success at high-performing charter schools around the country. These include:

- **Small school.** With 99 students in the entering cohort of 6th graders and a full-scale enrollment of 550 students in grades 6-12, we will maintain a close-knit community where every student feels known and cared about. Cultivating more personalized environments with smaller schools has resulted in higher student achievement in the middle and high school grades, as measured by Advanced Placement courses, graduation rates and college matriculation.² Small schools allow the development of stronger relationships between the adults in a school and students and their families and have also been shown to have lower incidences of aggressive behavior, substance abuse and gang participation, particularly among low-income and minority students.³

² Cotton, Kathleen. *New Small Learning Communities: Findings from Recent Literature*. Portland: Northwest Regional Educational Laboratory, 2001.

³ National Center for Education Statistics. *Violence and Discipline Problems in U.S. Public Schools: 1996-97*. Washington, DC: National Center for Education Statistics, 1998.

- **Excellent classroom instruction.** Passionate, focused teachers will provide rigorous, college-preparatory instruction while connecting with each student as an individual. Teachers will be freed from administrative burdens--which will be taken on by tutors--so they can do what they do best: engage students and deliver outstanding lessons. Teachers are provided more than *seven weeks* of professional development and collaborative planning time to maximize their own potential.
- **More time on task.** For students at risk of academic failure, providing extended learning opportunities is vital to providing the support they need to master state academic achievement standards. Great Oaks will provide all students with an extended school day and school year.
 - **Longer School Day:** The Great Oaks Charter School day starts at 7:45 a.m. and runs until 4:45 p.m.
 - **Longer School Year:** Great Oaks will provide a minimum of 200 instructional days per school year, compared to the 180 in traditional schools.
 - **Additional support for struggling students:** Students whose course grades and assessment results indicate that they are at risk of falling behind will attend Saturday School and stay after school for additional tutoring targeted to the areas in which they are in need of help.
- **Data-Driven Instructional Practices.** Great Oaks will utilize the highest-quality interim assessment tools, including the *Achievement Network* exams and the *Scholastic Reading Inventory*, to provide a dynamic, externally validated picture of our students' growth and areas for improvement. Additionally, daily "Exit Ticket" mini-assessments provide teachers and tutors with immediate feedback on student understanding of daily objectives. All teachers and tutors are provided frequent time for data review in order to improve instruction at the tutorial, classroom and whole-school level.
- **A special focus on English Language Learners.** In the Lower Manhattan neighborhoods of Community School District 2 that Great Oaks intends to serve, 10% of middle school students were classified as English Language Learners in 2011. Overall, one in three Manhattan residents is an immigrant and Advocates for Children estimate that there are at least 1,000 students in CSD 2 who are immigrants with an interrupted formal education. Alarming, while just under half of the city's Non-ELL students met the state's English language arts standards on the most recent state exams, only 11.6% of ELL students did so. Great Oaks intends to aggressively reach out to non-English speakers in Lower Manhattan and will set aside 25% of the seats in each lottery as an at-risk preference for English Language Learners. In addition, Great Oaks will implement an effective, research-based program that uses high-quality classroom instruction, extensive professional development for educators and high-dosage daily tutoring to help students who are English Language Learners and other at-risk student populations reach English proficiency and ultimately go on to college success.

Our founding team has extensive experience with the Match model. Michael Duffy, lead applicant for the proposed Great Oaks Charter School, was one of the founding Board members at Match and Alia Smith, founding team member, was most recently in a leadership position at Match. In 2010 and 2011, the Great Oaks Foundation supported the creation of the Great Oaks Charter School in Newark, New Jersey, which also replicates the successful elements of the Match model. The Great Oaks Foundation has established a formal partnership via a Memorandum of Understanding (included as Attachment 10) with Match Education – a division of Match created to support the replication of its model. That partnership will provide Great Oaks with the advice,

counsel and talent referrals to replicate the successful elements of Match within a viable, sustainable organization that exceeds New York’s learning standards and brings an innovative new model of school to New York City.

C. Enrollment, Recruitment and Retention

Projected Enrollment Over the Charter Term						
Grades	Ages	2013-2014	2014-2015	2015-2016	2017-2018	2018-19
6 th	11-12	99	99	99	99	99
7 th	12-13		99	99	99	99
8 th	13-14			89	89	89
9 th	14-15				78	78
10 th	15-16					68
Totals		99	198	287	365	433

The enrollment projected above, was chosen to cultivate a close-knit community and to take advantage of the strengths of small schools, while still ensuring sufficient scale to create fiscal viability. GO will begin with 99 students in the 6th grade in its first year and add one grade level per year until reaching full enrollment of 550 students in grades 6-12 in 2020-21.

The growth strategy of one grade per year will be essential to Great Oaks’ efforts to hire highly effective teachers, recruit qualified tutors and steadily build a healthy school culture. Given the challenges of creating a new school, we chose to begin with a single cohort of 6th grade students in order to build the strongest possible initial team and to develop operational, academic and behavioral routines at a small scale.

Great Oaks anticipates some inevitable amount of student attrition each year due to geographic mobility and other factors beyond the school’s control. Each summer, we will replace vacant seats within our 6th and 7th grade cohorts – when we can most effectively incorporate new students - to ensure that those grades are at their maximum allowed enrollment. In order to maintain school culture, Great Oaks will not replace students who depart the school in the upper grades (8^h through 12th). We anticipate, once students enter the 8th grade at Great Oaks, we can maintain attrition at 10% per year or less, and have projected that level of attrition in the above enrollment table.

Enrollment and Retention Targets

According to the draft enrollment targets issued by the Board of Regents, in Great Oaks’ first year of operation, our 6th-grade would be expected to enroll 62.3% students eligible for free and reduced-price lunch, 11% students with Limited English Proficiency and 12.3% students with disabilities. By the time Great Oaks reaches full scale enrollment as a 6th to 12th grade school, those targets will have shifted to 85.7% of students eligible for free and reduced-price lunch, 15.3% of students who are Limited English Proficient and 13% students with disabilities.

At our projected 10% cohort attrition in the upper grades, Great Oaks’ 90% annual retention rate will significantly exceed the proposed “Potential Retention Targets” for a 6th-12th-grade charter school of 81.4% for students receiving free/reduced-price lunch, 72.3% for ELLs and 71.4% for students with disabilities.

Through the below broad-based recruitment plan that focuses on at-risk student populations, our special effort to recruit and serve English Language Learners and our efforts to retain all students, Great Oaks will meet or exceed the Enrollment and Retention Targets as they are ultimately adopted or modified by the Board of Regents.

Recruitment

Great Oaks has a comprehensive plan to ensure that a broad cross-section of prospective students is aware of our education program. Our founding team has significant experience with student recruitment for high-needs charter schools, based on our work with Match in Boston and the Great Oaks Charter School in Newark. Our recruitment efforts will stress our belief that all students can succeed in an atmosphere of high expectations and individual attention, and we will ensure that families know that charter schools are public schools, open to all students and free of charge. Specific activities that we will undertake to publicize our school and recruit new students will include:

- Direct outreach to district and charter K-5 programs in Community School District 2 to inform guidance counselors, principals and teachers about Great Oaks as an option for their rising fifth-graders
- We will make special efforts to reach rising 5th graders at PS124, PS1 and PS42 – schools that have ELL enrollment of 25%, 47% and 38% respectively
- Vanguard direct mailings (via NYCDOE) to rising 5th grade families in targeted ZIP codes in lower Manhattan, informing families about Great Oaks
- Handing out literature in front of high-traffic areas in the neighborhoods of Lower Manhattan including at supermarkets, subway stations and community events
- Engaging local media outlets about the school, including the Chinese-language daily newspaper World Journal, Chinese television station SinoTV, the Spanish-language daily El Diario and the Spanish language news station NY1 Noticias
- All recruitment literature will be printed in English, Spanish and Chinese and a special effort will be made to partner with organizations with strong ties to immigrant communities such as APEX, Henry Street Settlement, the Chinese American Planning Council & Hamilton-Madison House
- Outreach to NYCHA residents through the tenant associations at the housing projects in CSD2.

Recruiting and retaining at-risk populations – specifically, English Language Learners, students with disabilities and students who receive free and reduced-price lunch – will require extra attention and effort to engage those families who may not be as willing or able to seeking out new school options or who may be uncertain of their eligibility for a charter school.

In alignment with Great Oaks' geographic location and the feedback we've received from the community, Great Oaks will have a special focus on recruiting English Language Learners. ELLs in District 2 are undoubtedly an at-risk population. ELL middle school students in Community School District 2 lagged their English Proficient Peers by 62 points on the 2012 ELA exams and by 29 points on the 2012 Math exam. The gap between ELL and non-ELL students across NYC has grown steadily since 2009 and ELLs are the only subgroup that has seen proficiency rate declines since 2010. **One concrete way that Great Oaks will ensure that we are serving ELL students is to set aside 25% of every incoming lottery cohort for students who are English Language Learners.** This will ensure that Great Oaks considerably exceeds the draft enrollment targets established by NYSED for CSD 2, which range from 14.6% for a 6th-grade only school and 15.3% for a 6-12 school.

In addition to the above plan, there are several other specific activities we can undertake to ensure that at-risk students are fully represented at the school:

- Engaging special education focused advocate groups (such as Advocates for Children) to leverage their networks of families and social workers

- Utilizing the common charter school application and ensuring that no information is requested that could confuse or discourage applicants
- Performing in-person outreach and working with local community leaders at the NYCHA public housing locations in lower CSD 2 (Alfred E. Smith, Robert Fulton) to ensure widespread awareness of Great Oaks
- Translating all application and publicity materials into the languages of the area, including Spanish and Chinese

Retention

Our objectives include not only recruiting a diverse student body, but also retaining those students right through graduation in an effort to prepare them for college. As with any public school, whether city-run or charter, we expect students to exit and enter our school as their families move or as they choose to enroll in other schools that better meet their needs. A lot of our thinking on this matter comes from the experience of the Match School over the last decade, which struggled with high rates of student attrition during its first 5-7 years of operation, before successfully bringing attrition down.

In order to be successful at retaining students, particularly students who enter the school at risk of academic failure, Great Oaks will need to build trust with students and their families. One building block of that trust will be robust communication home about how each student is faring in school. Parents will receive regular phone calls from teachers and tutors. Great Oaks will send home weekly progress reports and at the end of each trimester any student who is in danger of failing a course will be required to participate in a parent-teacher conference. By taking the initiative to engage families in their child's academic progress, we will avoid the end of the year surprises that create student attrition at many other charter schools.

If the Great Oaks program is successful at increasing academic achievement in the middle school grades, students who are able to obtain admission to one of New York City's selective high schools or who receive scholarships to private high schools may choose to leave. The school recognizes that some attrition between 8th and 9th grade is inevitable for that reason and the enrollment chart and budget in this proposal assume 10% cohort attrition. However, we believe that the level of individualized attention provided at GO coupled with the school's intensive focus on building relationships with students and their families are likely to create the kind of bonds that encourage families to stay at the school, particularly as GO proves itself over time.

Demand

We estimate that there will be sufficient interest in the Great Oaks Charter School to allow us to reach our targeted enrollment for several reasons:

- First, population growth in Lower Manhattan has created an overcrowding crisis in the primary schools that, as students age, will put middle school seats in high demand over the coming five years.
- Second, we believe our model - an open-admission college-preparatory 6-12 school with high doses of tutoring integrated directly into the school day - will have a broad appeal for parents in the district.
- Third, charter schools across New York City have been extraordinarily popular with parents – according to the NYC Charter School Center 67,500 applicants vied for 14,600 available charter seats city-wide in 2012, including 6,230 applicants for just 1,787 charter school seats in Manhattan outside of Harlem.
- Finally, we have been in contact with the founders of the Innovate Manhattan Charter School, which opened its doors in the fall of 2011 as the only charter middle school in

Community School District 2. Innovate Manhattan reports that it had no problem filling 132 6th and 7th grade spots.

We have assessed community and family support for our proposed school within Community School District 2 via many meetings with elected officials, hosting multiple parent open house meetings in the community, informal conversations among parents in the district, distributing literature outside of local district schools and reviewing news coverage of education in Lower Manhattan. The consistent message we’ve received through these assessments is that the population increase downtown necessitates new seats and that the Great Oaks model of intensive individual attention in service of college preparation resonates with families’ preferences.

To ensure adequate enrollment and allow for full accessibility for all eligible students, the school’s application process will be designed to minimize barriers to potential applicants. A complete description of Great Oaks’ Enrollment Policies, including description of our random lottery procedure and the implementation of our ELL enrollment preference is included in Attachment 1

Throughout the spring and summer preceding their enrollment, we will engage new families through school visits, calls from school leadership and open house days. Four weeks before school starts, families will be asked to come into school to complete enrollment paperwork and conduct placement assessments to help the school determine their strengths and areas for needed improvement.

D. Community to Be Served

Great Oaks Charter School intends to locate in Community School District 2; specifically we will seek space on Governors Island to serve the families of Lower Manhattan. The value of this new open-admission secondary charter school for Lower Manhattan derives from the scarcity of high-quality, unscreened options for downtown families.

Great Oaks anticipates drawing a representative cross-section of Community School District 2, with a particular emphasis on serving the needs of English Language Learners. Based on demographic and achievement data from the NYCDOE and the School Construction Authority for New York City, in public schools that served middle school grades in CSD2 in 2011, 46% of students received free lunch, 39% were Black or Hispanic, 10% were classified as English Language Learners and 18% had Individual Education Programs (IEPs).

School	Pupils	% IEP	%FRPL	% Black/ Hispanic	%ELL	ELA % Proficient	Math % Proficient	Building Utilization	Enrollment Method
J.H.S. 104 Simon Baruch	995	15%	69%	30%	7%	64%	79%	82%	60% Zoned, 40% Screened
P.S. 111 Adolph S. Ochs	576	30%	91%	75%	23%	29%	49%	81%	40% Zoned, 60% Screened
East Side Middle School	434	13%	1%	15%	1%	93%	99%	94%	100% Screened
P.S. 126 Jacob August Riis	734	20%	73%	37%	18%	67%	86%	80%	100% Screened
M.S. 131	703	21%	92%	18%	47%	29%	68%	90%	75% Zoned, 25% Screened
J.H.S. 167 Robert F. Wagner	1237	17%	59%	36%	5%	67%	83%	84%	65% Screened, 35% Zoned
P.S./I.S. 217 Roosevelt Island	382	14%	48%	54%	11%	44%	69%	57%	50% Screened, 50% Zoned
Ella Baker School	273	14%	52%	87%	5%	62%	75%	98%	District-Wide Open-Admission
M.S. 255 Salk School of Science	388	12%	19%	20%	1%	93%	92%	104%	100% Screened

School	Pupils	% IEP	%FRPL	% Black/ Hispanic	%ELL	ELA % Proficient	Math % Proficient	Building Utilization	Enrollment Method
M.S. 260 Clinton School Writers & Artists	273	22%	31%	37%	4%	77%	82%	56%	100% Screened
Battery Park City School	60	27%	10%	28%	3%	82%	83%	72%	100% Zoned
I.S. 289	287	13%	47%	28%	2%	83%	80%	93%	100% Screened
New York City Lab Middle School for Collaborative Studies	562	12%	36%	19%	1%	93%	98%	87%	100% Screened
The American Sign Language & English Lower School	154	49%	81%	85%	5%	34%	40%	45%	District-Wide Open- Admission
Institute for Collaborative Education	228	7%	21%	29%	0%	79%	77%	138%	100% Screened
Professional Performing Arts High School	85	1%	29%	33%	0%	95%	98%	95%	100% Screened
School of the Future High School	288	16%	39%	39%	1%	72%	92%	85%	100% Screened
Quest to Learn	133	25%	47%	60%	3%	58%	71%	67%	District-Wide Open Admission
Baller Tech, NYC Public School for Dance	148	1%	64%	60%	4%	72%	93%	60%	100% Screened
Life Sciences Secondary School	126	29%	81%	95%	8%	27%	50%	93%	100% Screened
Lower Manhattan Community Middle School	243	33%	63%	60%	8%	49%	68%	44%	100% Screened

A significant portion of CSD 2 students is not being well served by their current schools. On the 2012 8th grade New York State exams, Black and Hispanic students' rate of proficiency in CSD 2 schools lagged their White and Asian peers by 35 points on the ELA and Math exams. By high school, the gaps have grown even larger – Black and Hispanic students who graduated in 2010 were one-fifth as likely to meet New York State's definition of college readiness. Overall, barely one-quarter of Community School District 2 students met the Regents' college-readiness measure in the 2010 graduating class, indicating a pervasive need for higher-quality public school choices in CSD2.

Throughout Community School District 2, which includes New York's Chinatown as well as neighborhoods that have been home to immigrants for generations, there are a significant numbers of English Language Learners. Pat Lo, the Director of the Office of English Language Learners at the New York City Department of Education advised the founding team that many ELL students and their families are likely to be reluctant to apply to a charter school and will therefore require targeted and persistent outreach. She described the influx of low-income, Fukienese immigrants from China, who can be found in large numbers in Community School District 2, and frequently do not speak English.

Ms. Lo described the elementary schools in Community School District 2 where English Language Learners may be found in relatively large numbers: PS1/Alfred E. Smith; PS124/Yung Wing; PS130/Hernando De Soto; PS42/Benjamin Altman. At those four schools, 71% of students receive free lunch, 31% are ELLs and 32% of students tested as reading below grade level. It is to these schools that we will direct robust recruitment efforts.

Immigrant communities in Manhattan are highly dynamic. David Chen, the Executive Director of the Chinese American Planning Council has been a community organizer in Manhattan for several decades. Mr. Chen told our team about his process for identifying blocks in the city where immigrant communities are beginning to take hold - often noticing simple things like a hand-written notice on a lamppost advertising for seamstresses in another language or a new restaurant with a particular regional cuisine that pops up where previously there were none. The traditional boundaries of immigrant neighborhoods can rapidly change, so that these are the harbingers of a growing community, as has been the case with Chinese speakers pushing North of Canal Street or East into the Two Bridges neighborhood. This dynamism is why, in order to ensure that families

from the immigrant and English Language Learner communities are significantly represented at GO, the school will set aside 25% of its vacant seats in each lottery for English Language Learners.

The Great Oaks Charter School model – high expectations coupled with individual attention to each student’s needs – is ideally suited for the diverse needs of the students of Community School District 2 and will prove especially beneficial to those with Limited English Proficiency. Our structured school environment, unwavering focus on college success for every student and intensive daily tutoring for every student will be attractive to families from across the district and we will offer a program that is responsive to the needs of students who are at-risk of academic failure as well as those who are at or above their grade level.

Rationale for Selecting Community School District 2

The reason for the selection of Community School District 2 comes from the founding Board’s ability to serve this particular community: it is the place where most of the applicant team works or calls home and where we are able to help create a needed high-quality public charter school.

- The lead applicant, Michael Thomas Duffy, has lived in District 2 since he came to New York City to lead the Charter School Office of the NYC DoE nearly five years ago. Since moving to New York from Boston, Duffy has dreamed of bringing the transformative power of the Match model to students in NYC so they might obtain the quality of education that his suburban niece and nephew take as a given.
- Kate Hayes, a parent living in the Battery Park City neighborhood in District 2, has been frustrated by rudeness and indifference in her contacts with the district-run schools in her neighborhood. Now that her son has reached school age, Hayes and her husband are frustrated by overcrowded public schools that may force her to send her son to a private school next year.
- Joe McDonald, a nationally recognized educational expert teaching at NYU’s School of Education, has worked in, studied or visited dozens of urban public schools in Massachusetts, Rhode Island and New York, and recognizes the problems endemic to big city school systems like New York’s. McDonald, who lives with his wife in the heart of District 2, sees great power in the tutoring component built into the Great Oaks school model.
- Robert Ludlum lives in the TriBeCa neighborhood of District 2 and works in the Financial District. Throughout his career Ludlum has travelled the globe from Hong Kong to Holland and is concerned about the extent to which the quality of education here in the US – even at our nation’s best schools – is not keeping pace and sees Great Oaks as an option for those families who want to prepare their children for college success.
- Susan Mustokoff Akselrad remembers her days as a classroom teacher, fresh out of college, before she went back to school to get a law degree. Akselrad, the daughter of a public school principal, will bring her expertise as an employment lawyer to bear on creating a school culture that attracts great teachers and sustains them over time.
- Shun Fang Chang began her educational career in District 2 at the Murry Bergtraum High School on the edge of Chinatown, where she worked for a decade and founded that school’s program for English Language Learners. Chang, who is a trustee of the College Board, now works as an assistant principal at the Bronx High School of Science and has authored a guidebook, written in Chinese, about the college admission process in the US. She is helping to forge a strong tie between Great Oaks and English Language Learners in District 2.
- John Love spent a career teaching and leading in independent schools. For the last 8 years, he was Principal at the Fieldston School in the Bronx where he started a Mandarin language program and worked extensively with scholarship students, many of whom would be the first in their family to go to college.

- Alia Smith left her job directing the Tutor Corps at Match in Boston a year ago to begin an MBA program at Columbia University. Last month Smith returned to Boston for Match’s graduation ceremony so that she could see ‘her’ kids – the ones that she tutored and taught – receive their diplomas before they head off to college.

In addition to issues of school performance, there simply aren’t enough public school seats. At the same time that downtown enrollment has spiked, school construction has been hobbled by the high cost of construction in Manhattan— particularly below Chambers Street. A June 6th issue of the Downtown Express weekly newspaper quoted Terri Ruyter, the Principal of P.S. 276 as saying, “The challenges come when we have our five kindergarten classes needing to collapse into four first grade [sections]” she explained. The article then goes on to say, “By the time this year’s first graders reach fifth grade, Ruyter expects the overcrowding problem to spill into I.S. 276.”

By creating high-quality secondary seats through an innovative model with a track record of success – the Match model - in a district bereft of high-quality, open-admission public schools, Great Oaks will give the parents of Community School District 2, particularly those of Lower Manhattan, a new school option. Through our commitment to seeking private space—which will create new public school seats in District 2—Great Oaks will be part of the solution to the district’s shortage of space.

We have assessed community and family support for our proposed school within Community School District 2 via many meetings with elected officials, hosting multiple parent open house meetings in the community, informal conversations among parents in the district, distributing literature outside of local district schools and reviewing news coverage of education in Lower Manhattan. The consistent message we’ve received through these assessments is that the population increase downtown necessitates new seats and that the Great Oaks model of intensive individual attention in service of college preparation resonates with families.

E. Public Outreach

The Great Oaks Planning Team has undertaken extensive efforts to meaningfully inform members of the community about the proposed charter school. Members of the founding team have met with:

- CSD 2 parents
- Elected officials and their staffs
- Educators, including administrators at the NYC Department of Education
- Teachers and school leaders in Community School District 2
- Faith based institutions
- Advocacy groups
- Youth development agencies
- Settlement houses
- Non-profit organizations
- Ethnic federations
- Community leaders
- Researchers and academic experts
- Immigrant groups
- Residents of public housing

In all meetings and correspondence, we were clear about the school’s intended location, (in private space, not in a public school facility) target student population, grades served and a description of the key facets of the educational program we would be offering. Attachment 2 contains a table detailing the dozens of persons and organizations that we have contacted or will be contacting about our school; also included is a fact sheet we distributed widely about our school proposal.

We have stood outside of public schools handing out flyers (written in English, Spanish and Chinese, see Attachment 2 for samples) about our proposed program to parents as they dropped off

their children at school in the morning and afternoon, on busy street corners to pedestrians as they passed by and at places throughout the district where people gather.

The founding team convened several public meetings to provide stakeholders in the community the opportunity to comment on our proposal. These meetings were held across Lower Manhattan, in locations like the community room in a grocery store in TriBeCa (January 7th), the parish hall at Trinity Church Wall Street (June 12th), the gym at the Henry Street Settlement House on the Lower East Side (March 31st), and the Hamilton Madison House in Chinatown (July 14th). We look forward to the public hearing facilitated by the NYC Department of Education, in conjunction with the Community Education Council for District 2 after the application is submitted, where we will have another opportunity to answer questions about our proposed school and learn more about what members of the community are seeking.

In addition to flyers, our meetings have been advertised (see ad, Attachment 2) in publications like the New York Post and Downtown Express, a weekly newspaper serving the residential community south of Chambers Street and have been covered on SinoTV, a Chinese language television station serving Chinese speakers in greater New York. Individuals and organizations that are active in the immigrant and English Language Learner communities have been particularly responsive to our proposal. They see our school model, with its individualized tutoring component, as well suited to meet the needs of students who have not yet mastered English.

Evidence of the applicant group's responsiveness to community concerns can be seen in the founding team's decision to sharpen our school's focus on meeting the needs of English Language Learners. Michael Lee, the Executive Director of APEX was particularly helpful to the applicant group. He provided a copy of a report issued by the Asian American Federation, *Asian-Americans in NYC: a Decade of Dynamic Change, 2000-2010*, and another by the Coalition for Asian American Children and Families, *We're not Even Allowed to Ask for Help, Debunking the Myth of the Model Minority*. Mr. Lee also introduced us to S.F. Chang, currently an Assistant Principal at Bronx Science, and a trustee of the College Board, to get her advice on our school's program.

The invitation we extended to Ms. Chang to join the planning team, after the introduction made by Mr. Lee, is similar evidence of responsiveness to the Asian-American community's need for an open-admission secondary option in Lower Manhattan. Given Ms. Chang's years of experience as an educator working in Lower Manhattan, her status as a naturalized American citizen and her track record of having built a program at a public high school in CSD 2 to serve students with Limited English Proficiency, we are excited about her ability to help us attract significant numbers of English Language Learners.

We met with Sayu Bhojwani, Founding Director of the New American Leadership Project and former Commissioner of Immigrant Affairs for New York City, who also happens to be a District 2 parent. Ms. Bhojwani referred us to a study of second generation immigrants in NYC, *Inheriting the City, The Children of Immigrants Come of Age* which broadened our understanding of New York's burgeoning immigrant population, particularly those families living South of Canal Street. In her letter of support (see Attachment 2) Ms. Bhojwani writes, "*Immigrant families in Manhattan deserve better options. The Great Oaks Charter School is well positioned to provide all of its students with an excellent college-preparatory education. I am particularly encouraged by the school's plan for intensive tutoring support, its focus on parent engagement and the work that the founders are doing to reach out to immigrant communities in the downtown area.*"

A meeting with Vanessa Lopez-Diaz in Councilwoman Rosie Mendez' office helped to broaden our understanding of English Language Learners and their needs, particularly those living North of Canal Street. We also met with New York Regent Charles Bendit, who represents Community School District 2, to get his advice about the school and its program. He stressed the

importance that the Regents have placed on charter designs that serve at-risk students and encouraged the GO planning team to find a way to do so.

The most frequent comment received from the community was about space. As in other places in New York State, our idea for a new charter school has not been greeted with universal enthusiasm. The co-location of charter schools within buildings that contain schools run by the city has generated considerable controversy. This is particularly true in the neighborhoods of Community School District 2 where parents are already concerned about school overcrowding. The Great Oaks proposal has been often been viewed through the prism of the co-location debate.

In April, Great Oaks' lead applicant, Michael Duffy, submitted testimony to the Education Committee of the New York City Council pledging to create new public school seats **in a private facility that we would secure outside of the New York City Department of Education.** (See Attachment 2 for a copy of that testimony.) This stance has pre-empted criticism our school might otherwise face and has generated support for our proposal from those who are eager to see new schools created to serve the rapidly growing number of school-aged children living downtown.

The applicant team recognizes that if approved, GO will be a public school. With that will come an obligation for the school to continue to be accountable to the community for our performance in helping our students to learn. The dialogue that we have begun with school leaders, educational activists, parents and elected officials will go on.

Through the execution of the recruitment strategies discussed in Part I-C of this proposal, Great Oaks will broadly publicize the new school option available to CSD 2 students and their families. All recruitment materials will be simple to understand, translated into multiple languages and place the minimum burden on potential applicants. All students will be encouraged to apply and all applicants will have an equal opportunity to attend the school.

F. Programmatic and Fiscal Impact

The Great Oaks Charter School intends to have a positive programmatic impact on the other public and nonpublic schools in the community. We will strive to be a model high-performing school and will open our doors to educators who wish to visit the school and observe our methods. School leaders and the Board will also seek to contribute to the ongoing dialogue around school reform by participating in conferences and panel discussions, releasing data and reports and participating in the *Achievement Network* assessment system, which shares student progress data across all participant schools.

Beyond being open about sharing our methods, it is our intent that our Tutor Corps will be the primary contribution that our school will make to public education in general, for other charter schools as well as for district-run schools. Our tutors receive a year of practical, on-the-job training by working full-time in a high-performing school, gaining thousands of hours of instructional experience and intensive observations and coaching and we expect that many will go on to create a positive impact for the schools and organizations throughout the city in which they serve.

For those members of the Tutor Corps who are committed to pursuing teaching as a career, the Great Oaks Foundation has partnered with NYU's Steinhardt School to provide a pathway to teaching certification through a blend of coursework and mentoring that pairs the strengths of a school-based tutoring fellowship and a graduate school of education. This partnership, the Great Oaks-NYU Teacher Residency launched at the Great Oaks school in Newark in the summer of 2012 and will be available to members of the Tutor Corps in New York City as well. By serving as a training ground for new teachers, the Great Oaks Charter School will have a positive impact on the public schools in New York City who hire our highly-trained new teachers.

We anticipate that Great Oaks will have a minimal fiscal impact on the surrounding public and nonpublic schools. At our full-scale, we will enroll 550 students in grades 6-12. This represents about 1% of the total public school enrollment in those grades (even less when nonpublic schools are considered) and approximately 0.05% of the more than one million children enrolled in New York City public schools (see chart below). Moreover, given that Community School District 2, particularly that part of the district in Lower Manhattan that we propose to serve, is so overcrowded, the effect of Great Oaks opening a school is only likely to be salutary.

Year	Great Oaks Enrollment	Per Pupil Allocation	Projected Total Per-Pupil Funding	Other Projected District Revenue (SPED Funding, Food Service, Grants, etc.)	Total Projected Funding to Charter from District	Projected Budget for All NYC Public Schools*	Charter Spending as % of District's Overall Budget (All NYC Public Schools)
2013-14	99	\$13,527	\$1,339,173	\$67,424	\$1,406,597	\$19,998,574,975	0.007%
2014-15	198	\$13,527	\$2,678,346	\$134,849	\$1,894,134	\$20,123,966,434	0.009%
2015-16	287	\$13,527	\$3,882,249	\$195,463	\$2,841,201	\$20,123,966,434	0.014%
2016-17	365	\$13,527	\$4,937,355	\$248,585	\$3,788,268	\$20,325,206,098	0.019%
2017-18	433	\$13,527	\$5,857,191	\$294,897	\$4,735,335	\$20,528,458,159	0.023%

*NYC Public School Budget for FY13-16 taken from DOE projections, FY17 and 18 based on trend of 1% annual budget increases.

II. Educational Plan

A. Achievement Goals

The mission of the Great Oaks Charter School is to prepare our students to succeed in college. The metric by which we will ultimately gauge our success is the rate at which our students obtain college degrees. Since our first class will not enroll in college until 2020 and won't graduate until 2024, it is critical that we set interim achievement goals to ensure that we are on track to reach our mission.

We will institute distinct academic programs for the middle school and high school grades and will organize those programs around distinct achievement goals for each level. For middle school, our overarching goal is to bring students, who are likely to come from diverse settings and have highly variant levels of previous achievement, up to at least their grade level as quickly as possible. Once a cohort of students advances to the high school level, our primary goal shifts to preparing every student for college success by the time they graduate.

Middle School Goals:

1. Each cohort of students will demonstrate progress as evidenced by increasing its rate of proficiency by 25 points between the 5th grade (year prior to entry) and 8th grade on the New York State English Language Arts and Mathematics exams.
2. Students who have been continuously enrolled for two or more years will exceed the Community School District 2 average rate of proficiency on the New York State ELA and Math exams.
3. 75% of all Great Oaks students will annually score a level 3 or 4 on the New York State ELA and Math exams.
4. 75% of Great Oaks 8th-grade students will score a level 3 or 4 on the New York State Science Exams.
5. In 7th and 8th grade, 90% of students will annually be promoted to the next grade after passing all courses.
6. Great Oaks students will achieve significant reading gains each year as measured by an average increase school-wide of at least 100 Lexile points between the Fall and Spring administrations of the Scholastic Reading Inventory assessment.
7. 90% of Great Oaks 8th grade students will take and pass the Algebra I Regents exam.
8. 90% of Great Oaks 8th grade students will take and pass the Earth Science Regents exam.
9. 75% of Great Oaks middle-school English Language Learner students who have been continuously enrolled for two or more years will score proficient or better on the NYSESLAT exam and no longer be designated as English Language Learners by the time they are promoted to the 9th grade.

High School Goals:

1. Every student will take at least one Advanced Placement course and the corresponding exam.
2. 100% of students at Great Oaks will graduate with a Regents Diploma by passing all required Regents exams with at least a score of 65.
3. Every student will take the PSAT in the 10th grade and the SAT in the 11th grade and will show growth by advancing at least 10 percentile points nationally.

4. All students will demonstrate proficiency with higher-order thinking skills, independent research and critical thinking, as evidenced by the completion of a high-quality college-style research paper in the junior year (as scored by a school-created rubric).
5. Every Great Oaks student will enroll in and complete a college course during their senior year

School-wide Goals:

1. Great Oaks Charter School will receive an “A” on its NYC DOE Citywide Progress Report.
2. Great Oaks Charter School will annually meet state and federal accountability goals under applicable laws.

B. School Schedule and Calendar

One of the scarcest resources in a school is time. In light of that, GO is committed to maximizing the time our students are on task and on target. In order to do so, we’ve based our school day and school year on the experiences of Match and other high-performing urban schools and with the following principles in mind:

1. **More time in school:** For students who are at risk of academic failure, extended learning time is a key factor in providing the intensive support they need. GO will implement a program of extended learning time that provides for 200 instructional days per year, 20 more than the state minimum. Each week, GO students will spend approximately 20% more time on instruction than at a typical New York City public school. Students who are academically struggling will receive more attention via after-school and Saturday school supports, in addition to the two hours of daily tutoring which **every** student at GO receives.
2. **More time on task:** Our mission of preparing our students to be successful in college demands that we provide them with as rigorous and complete an education as possible. In order to do so, we will ensure that we don’t waste time throughout the school day and that we utilize every minute our students are with us for productive purposes. This principle was demonstrated most famously by Doug Lemov’s book *Teach Like a Champion*, which describes how saving 10 seconds each time students hand in papers by being more organized can translate in whole days per year of instructional time. Beyond stressing efficient time management in the classroom, Great Oaks’ daily schedule will reflect the importance of using each day’s learning time as completely as possible. Students will spend 30 minutes per day independently reading books on their levels during breakfast. Transitions between classes will be orderly and kept to two minutes, rather than the traditional five or seven minutes, saving hours of learning time each week.
3. **More time on target:** “Time on target” refers to the amount of time that students spend working on the content and skills that are best matched to their needs. We will focus on time on target in two ways – through the implementation of a highly responsive data-driven instructional model with frequent assessment and through the implementation of a high-dosage tutoring model that is integrated into the core academic program of the school. Both of these concepts are discussed in greater detail in the Curriculum and Instruction section of this proposal.

From a teacher and tutor scheduling perspective, we have prioritized creating regular and frequent opportunities for collaboration among instructional staff as well as formal professional development. Every Friday, our students will be dismissed at 1 pm, allowing teachers, tutors and school administrators 3 to 4 hours of time to work together outside of the moment-to-moment

needs of running the school. That time will be used for interdisciplinary planning, coaching and professional development. By denoting weekly “sacred” time for the school team to work together, we can ensure that the important work of teacher collaboration and development doesn’t become secondary to the urgent issues that arise daily in a school. Teachers and tutors will both typically have three or four instructional periods per day, with the remainder of the day devoted to preparation and, in the case of tutors, performing secondary functions to support the operation of the school (student recruiting or serving as a teacher’s assistant, for example).

A typical day for a student will include seven academic periods – five teacher-led classes and two tutorials. Tutorial is integrated throughout the school day, so that a student might have Math tutorial in the morning and ELA tutorial after lunch. In accordance with our college-preparatory focus, GO students will spend considerable time on reading, writing and mathematics to develop the key skills they will need in college 5 of the 7 academic periods each day will be focused on ELA or math. Students will have one hour of science class daily (including weekly labs), and will have gym/health and social studies each twice per week. For the 8th period of the day, students will participate in an art or enrichment activity. Those activities, led by our full-time tutors and designed in response to student interests, are rotated throughout the year to allow students to experience a variety of enrichments.

Student Schedule Summary

Subject	Average Weekly Instructional Minutes (Including Tutorial)*
ELA	725
Math	493
Science	261
Social Studies	145
P.E./Health	116
Enrichment	290
* On Fridays, Each Cohort's 1st and 2nd Period Classes Rotate Among Core Subjects Weekly	

The first week of each school year, typically the last week of August before Labor Day, will be Student Orientation. Students will be dismissed at 1pm each day and will spend the day learning about Great Oaks’ school mission, its academic and behavioral expectations and the systems and routines that the whole school will follow. Spending time at the beginning of the year to get all students oriented to the mission and model of Great Oaks will reduce time spent correcting individual students throughout the year. In the afternoon, after students leave at 1pm, the whole school staff will have an opportunity to debrief and make changes before the students return the following day.

The school year at Great Oaks is organized in Trimesters. Each course will have exams at the conclusion of each trimester (roughly the end of November, March and June). Reviews of the data derived from the first two rounds of trimester exams will be used to inform which content is re-taught for the first two weeks of the following trimester.

Students at Great Oaks are grouped in “home rooms” – grade-level groupings of students. Each grade level cohort of 99 students will have 3 homeroom groups that move through the school day together. The homeroom group – named after the college or graduate school that its first-period teacher attended – is the unit used for school-wide competitions (for homework completion, for example). Each homeroom moves together – attending courses and tutorials as a group. Classroom groupings will be heterogeneous with respect to student’s prior achievement, special education status and English proficiency in order to foster an inclusive environment where all students are held to high expectations for academic performance.

The key variable that allows Great Oaks to replicate the key elements of the Match model without the need for significant philanthropy is class size. By increasing the average general education class size to 33, we generate additional revenue (more than \$100,000 per class section, compared to a 25-student class), which allows Great Oaks to fund a high-dosage tutoring program. Current research suggests that a modest change in class size in the middle and high school grades is unlikely to have any detrimental effect on student achievement, particularly in light of the fact that Great Oaks' overall student-to-teacher ratio (excluding tutors) is low (16:1) at full-scale and that Great Oaks provides every student with approximately 400 hours of tutoring each year.⁴

Full tables of the weekly schedule and yearly calendar are in Attachments 3a (Sample Middle School and High School Student, Tutor and Teacher Weekly Schedule) and 3b (Proposed First Year Calendar)

C. Curriculum and Instruction

Curriculum

The GO vision is that all of our students will graduate from the 12th grade with the knowledge and habits they will need to graduate from a selective four-year college or university. In order to achieve that mission, we will incorporate the proven curriculum design approach of many high-performing charter schools, most notably the Match School, by focusing on backwards-planning with thematic units that emphasize enduring threads of understandings.

Great Oaks Charter School does not intend to adopt a pre-made curricular program. In order to increase teacher engagement in the school's academic decision-making, Great Oaks' teachers and leadership will annually engage in a rigorous in-house curriculum development process. Though we will bring in additional resources to support curriculum development, it is vital that the process be educator-driven from within Great Oaks, rather than simply involve the adoption of off-the-shelf programs

Like many successful schools, we will leverage Wiggins and McTighe's highly influential *Understanding by Design* concept for curricular design. Conceptually, Wiggins and McTighe advocate that curriculum planning should begin with the end – that is, educators should first clearly state the enduring understandings that they seek for their students and then work backwards to design a series of interim steps – units of study – that will build up to the desired outcomes. Those units – grouped thematically to stress recurring skills and concepts, are then translated into a series of daily learning objectives, called “Aims”.

Great Oaks' year-end learning objectives will be drawn primarily from the Common Core State Standards, as adopted and modified in New York State. Because the Common Core standards are an integrated K-12 sequence with a college-readiness focus, they will allow our teachers and instructional leaders to discuss concepts that recur throughout the school's grade articulation in the common language of the standards:

⁴ “Class Size: What Research Says and What it Means for State Policy”, 2011:
http://www.brookings.edu/~media/research/files/papers/2011/5/11%20class%20size%20whitehurst%20chingos/0511_class_size_whitehurst_chingos.pdf

Level	Curricular Focus
Middle Grades	Developing and refining basic skills
	Data-driven remediation where necessary
	Mastering Common Core/New York standards through 8th grade
High School Grades	Academically intensive program to drive college readiness
	Course sequences culminate in Pre-AP & AP-level coursework
	Continuing to master Common Core/New York standards
	Preparation for Regents

During the one-month summer teacher training each year, instructors will be supported in translating grade-level Common Core/New York State content standards into a set of thematic units – grouped around the enduring understandings that are most important for our students. Facilitated by the Director of Curriculum and Instruction and supported by subject-area expert consultants as needed, each teacher will start with the relevant Common Core or New York State standards for his or her grade and subject and map out a sequence of units that address those standards. In later years, the training period will be used to revise and enhance curriculum plans.

Based on the Match Charter School’s work designing a coherent 6th to 12th grade college-preparatory course of study that addresses the Common Core State Standards, we have provided the following curriculum overviews as an example of unit-level course organization for the 6th grade core subject-area courses (complete 6-12 grade-level overviews for the core courses, adapted from Match, will serve as a baseline for Great Oaks’ staff):

Grade 6 ELA requires that students practice reading, writing, and grammar concepts based on Common Core 6th grade standards and organized into six units: Introduction to 6th Grade English, The Short Story, Trilingualism, Creating a Utopia, Social Commentary in Science Fiction and Mystery. Each unit has one anchor text and explicit goals in Reading Comprehension, Textual Analysis, Language Usage, Writing Process and Craft, Vocabulary, and Speaking and Listening. Assignments include a short story, a how-to paper, a formal letter, poetry, compare/contrast paragraphs, and a research paper. Students practice speaking skills in daily class discussions, literature circles, and oral presentations. Grammar focuses on proper usage of speech and sentence structure.

Grade 6 Math begins skill building in preparation for students’ study of Algebra and Geometry. They will study several strands of math based on Common Core for grade six, including: whole number operations; factoring and prime numbers; exponents; operations with fractions, mixed numbers and improper fractions; decimal operations; probability and expected values; tree diagrams, stem-and-leaf plots, line plots and circle graphs; lines, angles and geometric structures; polygons; symmetry and congruence; recognizing transformations, translations and rotations; and reflections and compound transformations.

Grade 6 Science provides exposure/instruction for topics in applied math and science that scaffold from grades 6-8, culminating in grade 8 Earth Science Regents. Students will explore and utilize all inquiry standards, including formulating a testable hypothesis; designing and conducting an experiment; selecting appropriate tools and technology and making quantitative observations; presenting and explaining data and findings using multiple representations; drawing conclusions based on data or evidence presented in tables or graphs; and making inferences based on patterns or trends in the data. Students will also be able to communicate procedures and results using appropriate science and technology terminology. Lessons will have a strong focus on math skills necessary to effectively carry out an experiment and use data, including order of operations, comparing and ordering quantities, inverse relationships of operations, finding rules for patterns,

input and output tables, interpreting graphs, unit conversions, and measurement and calculation of perimeter, area, volume and surface area. Inquiry standards will be woven into units that reflect Earth and Space Science, Life Science, Physical Sciences, and Technology and Engineering.

Grade 6 Social Studies conducts a study of World Geography. Focus is on the main themes of geography, map skills, civics, history and economics. Students explore the regions of Europe, Africa, the Middle East, Central Asia, South Asia, North Asia, Oceania and South America, and develop an understanding of what makes each region unique as well as what they have in common. Map skills are introduced. Governments are discussed in terms of type and how they relate to one another. Economic systems are also introduced and analyzed in terms of how they function.

Once unit-level planning is complete, teachers will be supported during the summer and then throughout the school year in translating their unit plans into a series of daily learning objectives that are used for daily lesson planning. Teachers will collaboratively plan the first 4-6 weeks of instruction during teacher training to establish norms of quality and rigor. Once the school year is underway, supporting lesson planning will be a key responsibility of the Director of Curriculum and Instruction, who will meet with teachers regularly to review plans and provide feedback.

Investing the time in the summer and throughout the year to understand year-end goals and backwards plan from those goals down to unit-level and daily classroom objectives is a critical step in encouraging our teachers to think more deeply about their instruction and “own” the progression of their classes through the year (rather than feeling as though they are simply working through someone else’s scopes and sequences). Additionally, our tutorial-heavy, highly individualized model and our ambitious goals for our students do not easily align with pre-packaged curricular products.

Across content areas, we will have an intensive focus on literacy as the gateway to all other skills. Our commitment to literacy is evidenced in the 725 minutes per week that we’ve devoted to English Language Arts tutorial and coursework. In addition, our students will spend 30 minutes each day (an additional 150 minutes per week) in Silent Sustained Reading of a book of their choice, on their assessed reading level. Leveled independent reading (supplemental to the texts read as a group in class) is an effective way to increase students’ reading abilities by ensuring students are reading books that are paired to their abilities and neither too easy nor too challenging.⁵ In alignment with the Common Core State Standards’ focus on literacy across media, students will read “true” classical literature and contemporary literature, nonfiction and journalism.

Instruction

Across all grades of the Great Oaks Charter School, instructional practices will replicate the successful experiences of Match and will reflect an innovative approach to diversifying the use of human capital within a school setting. Through a diversification of instructional roles at Great Oaks, our students can receive more individual attention and our teachers can develop and deliver more rigorous and engaging classroom instruction. The mechanism by which we achieve that diversification is through a combination of excellent classroom teaching and high-dosage tutoring provided by the Great Oaks Tutor Corps, a replication of the Match Corps in Boston.

Great Oaks’ classrooms largely use traditional teaching methods, with an intense focus on excellence in “the little things.” The first step is creating Aims linked to the Common Core

⁵ Garan, Elaine and DeVoogd, Glen. “The Benefits of Silent Sustained Reading: Scientific Research and Common Sense Converge.” *Reading Teacher*, December 2008.

Standards for every subject every day. The Aim is what a teacher wants students to be able to do by the end of class. Teachers post the Aim in student-friendly language, explain it to students orally at the beginning of the class or subject block, and return to it at the end so students can reflect on their progress reaching the objective.

1. **The Do Now** helps students transition from downtime to class time. Whether they're in the hall for a mere 2 minutes before class or coming back from a boisterous session of gym or lunch, a teacher needs to create the conditions in which students can quickly refocus their attention to the business of class. As a short academic exercise, the Do Now serves several purposes related to building or solidifying students' understanding of content from quick **reviews** of previously covered material, to **activators** that generate students' prior knowledge on a new topic, to brief **reflections** on personal performance or class goals.
2. **The Opening** has four and sometimes five components: Quick check of the Do Now; Connect the New to the Known; Review the Aim and Agenda; Review expectations; Hook students into the lesson. Example: Review the Aim and Agenda
Today our Aim is "Students will be able to connect what they read in Macbeth to at least three things they already know about human nature." We've already done the Do Now, we're in the Opening now. Then I'll show you how to make a connection like this. You'll try it out in pairs. Then you'll try it on your own. Then we'll review, complete a Ticket to Leave, and we're done until tomorrow! Let's get started.
3. **Introduction to New Material:** When introducing new material, teachers attempt to be unusually explicit and concise. We encourage teachers to move quickly to Guided Practice, where students are more active.
- 4 and 5: **Guided and Independent Practice:** A typical class relies heavily on students doing much of the work. The chart shows the range of ways this happens.

Method	Description	Best for
A. Silent Independent Work	Students do not talk at all except to teachers if they raise their hands.	Isolating individuals' skill levels; re-establishing a calm learning environment
B. Independent Work w/ check-ins	Students may talk about their work in a whisper.	New skills that a few students might struggle with; assignments in which students should check their answers as they go along, assignments with complicated directions
C. Partner Work	Students may work together on the independent practice in low voices.	Paired reading, higher-order thinking skills (students can discuss), pair discussion before whole- class discussion, checking work together

6. **Closing:** Class ends with a closing and then an Exit Ticket. The purpose of the closing is to solidify student understanding of material through review and summary and provide the daily assessment for the teacher. The teacher presents a concept, practices it with students, students practice it on their own, and finally, students present the concept back to the teacher. This feedback loop allows teachers to edit the next lesson plan accordingly.

School-wide routines:

Across all classes, consistency in instructional practices will create an environment where students know what is expected of them and where we don't waste valuable learning time by confusing students with different routines and procedures for each classroom. For example, in each classroom teachers will write the class's Aim, agenda, "Do Now" assignment and homework on a whiteboard at the front of the class for each period. Students will know immediately upon entering

the classroom where to look for that information and will be able to start their Do Now and record their homework without teacher prompting.

In every Great Oaks class, the following items are on the blackboard (in class) or on the table (in tutorial):

Class	Tutorial
The extended form of the date.	The extended form of the date.
The specific and measurable “Aim” for the day (connected to the standards).	The specific and measurable “Aim” for the tutorial.
SAT Word of the Day	The “Do-Now” or opening activity, which immediately engages students in writing for two to five minutes.
The “Do-Now” or opening activity, which immediately engages students in writing for two to five minutes.	The “Agenda” or list of the activities for the tutorial period.
The “Agenda” or list of the activities for the class period.	The “Exit Ticket” to test student understanding of the tutorial aims
The “Homework” assignment due the following day.	
The “Exit Ticket” to test student understanding of the day’s class aims	

Similar school-wide consistency in classroom routines, note-taking styles, behavioral expectations and academic policies will increase coherence for students and families and allow us to create a more focused school environment.

High-dosage Tutoring

In order to provide a high level of attention to each student’s needs to support their preparation for college, our full-time Tutor Corps, in conjunction with our teachers, will provide individual educational experiences to each student. Via the Great Oaks Tutor Corps, every Great Oaks student receives two hours of tutoring in groups no larger than three students per tutor – and often one on one – every single day.

The Great Oaks Tutor Corps is a one-year residential tutoring fellowship. Recent graduates from top colleges and universities across the country commit to a year of service as full-time tutors to a handful of Great Oaks students and in exchange receive housing and a small living allowance.

The benefits of high-dosage tutoring are well documented. In 1997, the U.S. Department of Education published a research brief entitled “Evidence that Tutoring Works,” which surveyed dozens of studies and finds that “when tutors work closely with teachers and are provided with intensive, ongoing training, they can make a difference.” More recently, Harvard Economist Roland Fryer has found tutoring to be a key characteristic of highly effective charter schools in New York. In Houston, the Apollo 20 project compared students who received daily tutoring (implemented by Match) with students who simply received an equivalent amount of extra classroom instruction and found that tutoring was significantly more effective at improving student achievement.

The Great Oaks Tutor Corps incorporates all of the evidence-based elements of a successful tutoring program.

1. **Extensive training:** All Tutor Corps members receive two weeks of full-time training prior to the beginning of the school year. Training topics are focused on academics and curriculum, maintaining positive school culture and building a productive and professional working environment. Weekly professional development sessions on Fridays provide frequent opportunities for ongoing training.

2. **Structured tutoring sessions:** All Tutor Corps members are trained in the appropriate format of a tutorial. All tutorials begin with a silent “Do Now” activity, follow a stated agenda organized around a key learning objective and end with a short “Exit Ticket” assessment to determine whether the learning objective was reached
3. **Careful monitoring of tutors:** The Tutor Corps Director, a full-time employee who is responsible for the effectiveness of the Tutor Corps, supervises the Tutor Corps. Each Corps member is observed frequently and provided regular coaching and feedback in order to improve.
4. **Close relationships between classroom and tutorial:** A key benefit of high-dosage tutoring, when every student is being tutored every day, is the level of integration between the regular classroom and the tutorial sessions. Great Oaks Tutors do not help with homework, but rather provide extra help via tutorial packets that supplement their Math and ELA coursework. This close integration allows the tutorial to act as a natural counterpoint to the classroom environment.

Integral to the quality of our tutorial program is the quality of the individuals participating. The Match Corps routinely exceeds 10 applications for each position. In the first two years of the Great Oaks Charter School in Newark, we have received a combined 800 applications for 70 tutoring positions. Tutor Corps applicants are recruited nationally via college career services centers, career fairs, online job boards and direct outreach to professors at universities. Tutors are selected on the basis of their academic history, prior experience working with students, the strength of a sample tutorial and multiple interviews with members of the school team.

A tutorial setting is best for addressing individual students’ areas of struggle, developing strong relationships with each student and giving students who are excelling the opportunity to stretch their understanding. Daily tutorial content is designed by the classroom teacher as part of the lesson-planning process. Tutorials culminate in a daily “exit ticket” mini-assessment that allow tutors, teachers and staff to understand whether students’ daily learning objectives were met. Tutors are trained in interpreting student achievement data and included in the data review meetings that take place after each interim assessment to better understand their students’ progress and needs.

The presence of a cadre of energetic young people in the school providing every student with daily tutoring support fundamentally realigns the role of the classroom teacher at Great Oaks. Teachers are allowed to be laser focused on the creation and delivery of rigorous and engaging lessons so that the time dedicated to teacher-led instruction is used to introduce new material, excite students about content, build school culture and address school-wide academic needs.

D. Assessment

In order to achieve our mission and objectives, Great Oaks Charter School will adapt the data-driven instruction pioneered by other high-performing charter schools. Our students’ performance will be assessed frequently and the data gathered will be used to focus resources in the areas students are struggling to help their achievement improve as quickly as possible.

Assessment at Great Oaks is built into the fabric of the school and will take a number of forms as we measure whether all of our students are on track to master state standards and to be ready to succeed in college. The school will use an array of assessment tools, both formative and summative, to measure all of our students’ progress towards meeting our annual learning objectives:

Type of Assessment	Frequency	Purpose/Question to be Answered	Follow-Up Questions
“Exit Tickets”	Daily, at the end of each class period and tutorial	Did students master the learning objective for the day?	How should material be addressed in tutorial (for individual students) and the next day (for whole classes)? Do we stay on this topic or move on?
Unit-Level Course Quizzes	Approximately monthly, at the end of a Curricular Unit for each course	Did students master the content standards that were addressed this unit?	How should material be handled in the next unit? What underlying gaps in student knowledge need to be remediated via tutorial?
Trimester Course Exams	3x/year for each course	Are students mastering their course content? Are students on track to pass their courses?	Which material should be re-taught during the two-week re-teaching period? Which students are in need of urgent intervention?
Externally-provided Interim Assessments	Achievement Network exams 4x/year for ELA and Math	Are students mastering state standards? Are students on track to pass state exams?	Which students should be provided additional assistance? Which students need to be additionally challenged?
Scholastic Reading Inventory	3x/year computer-administered reading assessment	What is an individual student’s reading level? Is a student reading at/above/below grade level? How much growth is a student making in their reading ability throughout the year?	What books are appropriate for each student to be reading to increase literacy achievement?
New York 3-8 State Testing Program	Once per year for ELA and Math in middle school, 8th grade Science exam, Regents testing program in high school	Have students mastered the state standards for the year? Are we, as a school, meeting our basic achievement goals?	Is the school meeting baseline performance goals in the middle school program? What strategic changes need to be made to ensure that the school meets its mission?
New York State Regents Exams	Algebra 1, English Language Arts, Earth Science, Global History and U.S. History Exams, passed between the 8th and 11th grades	Have students mastered the New York State high school exit criteria in the core content areas?	Is the school meeting baseline performance goals in the high school program? What strategic changes need to be made to ensure that the school meets its mission?

In addition to the school-wide annual assessment cycle described above, we are committed to administering the LAB-R test in the fall to all entering students whose Home Language Survey indicates they are possibly Limited English Proficient. We will also administer the NYSESLAT test annually for our students with Limited English Proficiency to measure whether they are making the necessary progress towards English proficiency. Finally, for those students whose IEP designates that they participate in the New York State Alternate Assessment, Great Oaks will fully comply with all administration requirements.

Great Oaks intends to use the highest quality externally provided interim assessments available, and will evaluate those products annually. Members of the founding team have had positive experiences with the Achievement Network assessment system at Match and at the Great Oaks Charter School in Newark. One of the key benefits of the Achievement Network is that it provides comparison data with other schools whose students take the same exams, so that we can assess our students’ progress relative to their peers. Similarly, the Scholastic Reading Inventory is valuable because it is nationally norm-referenced and provides a benchmark for how our students’ reading is developing relative to other students in their grade level across the country.

The processes of administering the above assessments, analyzing assessment information and developing action plans for students will be managed within the school by the Director of Curriculum and Instruction. The DCI will be responsible for ensuring assessments are administered and scored with validity and will prepare analyses of student data for review by the school leaders, teachers and tutors. Friday afternoons are reserved for all-school professional development each

week (described more in the Professional Development section). A key recurring feature of these weekly meetings will be time for all staff to review data from interim assessments and coursework grades. These data reviews, facilitated by the Director of Curriculum and Instruction, will serve to identify concepts for re-teaching and to identify standards where a teacher may need to try a different approach. In addition, these data reviews will identify standards at the student-level that should become a priority for tutorial support. Finally, the DCI will coach teachers on how to use the data being generated by Exit Tickets, Unit Quizzes and Trimester exams to increase student achievement in their courses.

The school will use assessment data to identify and provide support to students at-risk of failure. Students whose coursework grades indicate they are not on track to meet Great Oaks' annual learning objectives will be recommended for additional support via after-school tutoring or Saturday school and a parent-teacher conference will be held to inform parents of the possibility their student may not be promoted and the additional support available. If student achievement data at the conclusion of the school year indicates that students have not met the annual learning objectives for their grade level, students will not be promoted to the next grade.

Parents and students will be made aware of student achievement data through a variety of mechanisms. Most frequently, the school will prepare a weekly report to be sent home with each student each Friday and signed as received by the parent. That report will include data on homework completion and assignment grades for the week. Teachers and tutors will also call home frequently (once per week on average) to inform parents of both positive and negative developments. More formally, six times per year – at the middle and end of each trimester – students will receive a Report Card with course grades for each class. All parents will be required to attend a parent-teacher conference after the first Report Card is issued. For next five Report Cards, any parent whose student who is on track to fail a course will attend a parent-teacher conference. At those conferences, teachers will discuss the student's data and indicate areas of improvement and avenues of support.

The Board of trustees will receive regular reports on student achievement data through the Academic Committee at each monthly meeting. Data presented will include Achievement Network data, SRI results, Report Card grades (including the number of students on track to be promoted) and state standardized test data. The Board will review assessment results throughout the year as they are generated and will also take a holistic look at the school's achievement data at its annual retreat each summer as part of the process of evaluating the Executive Director and setting strategic priorities for the school.

E. Performance, Promotion and Graduation Standards

Great Oaks is committed to preparing all of our students for college success. To do so, we will hold them to high academic expectations. In order to pass a class, a student must maintain a 70% average across the school year. In order to be promoted to the next grade level, a student may not fail more than two classes for the year. In addition, a student who has more than 20 absences for the year or more than 5 days of suspension is eligible to be held back for the year.

In fitting with our achievement goals, all students will be expected to be at least on grade level by the time they leave the middle school. For that reason, in order to pass the 8th grade, students will need to meet annual promotion standards for the 6th, 7th and 8th grades and score at least at Level 3 on the 8th grade New York State ELA and Math exams.

To be promoted from middle school to high school at Great Oaks and then to graduate from high school, there are baseline promotion standards that we expect every student to have mastered. These promotion standards are adopted from the Common Core State Standards and the

New York State Learning Standards. High school Math exit standards are derived from the AP Calculus course standards, which will be the terminal math course at Great Oaks.

School Level	ELA Promotion Standards: <u>Students will be able to</u>	Math Promotion Standards: <u>Students will be able to</u>	Social Studies Promotion Standards: <u>Students will be able to</u>
Middle School (8 th grade)	<ul style="list-style-type: none"> ● Cite textual evidence that supports an analysis ● Determine a theme or central idea ● Analyze how individual incidents/lines of dialogue propel a story or reveal aspects of a character ● Use context clues effectively ● Compare and contrast the structure of different styles of text ● Compare and contrast a live/filmed version of a text with its source material ● Read and comprehend grade-appropriate literature ● Write arguments to support claims with clear reasons and evidence ● Write informative/explanatory texts ● Write narratives to develop real and imagined experiences or events ● Produce clear and coherent writing ● Respond to feedback through revisions and editing ● Use technology to research, produce and publish writing ● Write routinely over extended and shorter time frames 	<ul style="list-style-type: none"> ● Know that there are numbers that are not rational and approximate them by rational numbers ● Work with radicals and integer exponents ● Understand the connections between proportions, lines and linear equations ● Analyze and solve linear equations and pairs of simultaneous linear equations ● Define, evaluate and compare functions ● Use functions to model relationships between quantities ● Understand congruence and similarity using physical models, transparencies, or geometry software. ● Understand and apply the Pythagorean theorem. ● Solve real-world and mathematical problems involving volume of cylinders, cones and spheres. ● Investigate patterns of association in bivariate data. 	<ul style="list-style-type: none"> ● Explain the human experience in the United States from pre-Columbian times to the present ● Recognize political, geographic, economic and social trends in U.S. history and tie them to contemporary trends in New York State history ● Cite specific evidence to support analysis of primary and secondary sources ● Determine central ideas of a source ● Describe how a text presents information ● Identify aspects of a text that reveal the author's point of view ● Distinguish among fact, opinion and reasoned judgment in a text ● Analyze relationships between a primary and secondary source on the same topic

School Level	ELA Promotion Standards: <u>Students will be able to</u>	Math Promotion Standards: <u>Students will be able to</u>	Social Studies Promotion Standards: <u>Students will be able to</u>
High School (12 th Grade)	<ul style="list-style-type: none"> ● Make critical inferences about a text and what it leaves uncertain ● Determine themes/central ideas and their development over the course of a text ● Determine the meaning of words/phrases as they are used in a text ● Analyze relationship between an author's choice of structure for specific parts of a story and the overall structure, meaning and aesthetic impact ● Understand and recognize satire, sarcasm, irony and understatement ● Analyze and evaluate multiple interpretations of a source text ● Demonstrate knowledge of foundational American texts from 18th – 20th centuries and contemporary themes across texts within periods ● Read and comprehend grade-appropriate literature independently and proficiently ● Write arguments to support claims in analytic writing ● Write informative texts to explain complex ideas, concepts and information accurately. ● Write well-developed narratives ● Respond to feedback through revisions and editing ● Use technology to research, produce and publish writing ● Write routinely over extended and shorter time frames 	<ul style="list-style-type: none"> ● Work with functions represented in a variety of ways: graphical, numerical, analytical or verbal and understand the connections among these representations ● Define the derivative in terms of a rate of change and local linear approximation and use derivatives to solve a variety of problems ● Define the definite integral both as a limit of Riemann sums and as the net accumulation of change and use integrals to solve a variety of problems ● Describe the relationship between the derivative and the definite integral as expressed in both parts of the Fundamental Theorem of Calculus ● Communicate mathematics and explain solutions to problems both verbally and in written sentences ● Model a written description of a physical situation with a function, a differential equation or an integral ● Use technology to help solve problems, experiment, interpret results and support conclusions ● Determine the reasonableness of solutions, including sign, size, relative accuracy and units of measurement 	<ul style="list-style-type: none"> ● Define, analyze, monitor and discuss issues and policies within a participatory classroom ● Demonstrate economic literacy and rational decision-making ● Connect insights from the details of a source to an understanding of the text as a whole ● Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence Analyze how a complex primary source is structured ● Evaluate authors' differing points of view on the same event ● Integrate and evaluate multiple source of information presented from diverse sources and in diverse formats/media

In order to receive a high school diploma from Great Oaks, our students will need to meet our annual promotion standards for the 9th, 10th, 11th and 12th grades. In addition, they will be required to

meet New York State Regents Diploma requirements. Based on current policy, students will be required to pass, with a score of 65 or greater, the following Regents examinations:

- English Language Arts
- Algebra
- Global History
- US History
- Earth Science

F. School Culture and Climate

GO will have a culture of love and concern for our students, modeled after the Match School. Match has strongly influenced GO's approach to school culture, inspiring us to create a school where the leader greets each student at the door as they arrive for school every day, shaking their hands and asking them, "What are you here to do? What will it take to succeed?" (The answers: "To learn" and "Courage, discipline and perseverance" respectively). GO will replicate the systems and structures honed at Match to create a school culture that blends discipline and love.

The phrase most often used at Match when discussing school culture and discipline is "warm-strict." Students and their families have to know that everyone at the school cares about them and wants them to succeed and *because* of that, we're going to hold them to the highest standards of behavior, pushing them daily to work hard. GO will fairly and consistently enforce a Code of Conduct to ensure safety and create a climate where every student can achieve. The individual attention devoted to each student will enable them to maximize their own potential and graduate from GO with the knowledge, skills and habits of mind to earn a college degree.

Every adult at Great Oaks is responsible for building a strong school culture. To support the development and refinement of consistent systems for student incentives and engagement, the school will hire Deans of Students for the Middle School and High School programs. The Dean will be responsible for supporting teachers, tutors and administrators in strengthening school culture, implementing consistent responses to student misbehavior, and creating incentives for positive behaviors.

This transcription of an ABC TV World News feature about Match gives a sense of what we want our school culture to be:

At age 13, Luis Sanchez's mother kicked him out of the house -- permanently -- for misbehaving. The memory hurts. For two weeks he lived on the streets. A year later, angry and on drugs, he arrived at Match in Boston, a high school where school starts at 7:45 a.m. and the day lasts until 5, or even 8 p.m. -- late hours required for any kid falling behind...

Match provides a mix of rigorous rules, demanding academics and regular tutoring. The rules are posted everywhere at Match. Principal Jorge Miranda says signs dictate, "everything from the dress code, unexcused absences, tardiness, poor posture in class."

Reprimanding students for poor posture might seem to hail from a former age, but Miranda believes schools need to make it important. "If you're in the classroom and your head is down on the table or you're leaning back, you're clearly not focused on learning," he says. "And even if it's for a minute, that's a minute that we've lost and we don't have any time to waste."

Get enough demerits for infractions like an untucked shirt, and you'll end up in detention on a Saturday morning. It wasn't easy for Luis Sanchez to take at first. "It felt like a burden on me, because I wasn't used to it," he says. "And it just hurt me sometimes; it got me frustrated and angry sometimes."

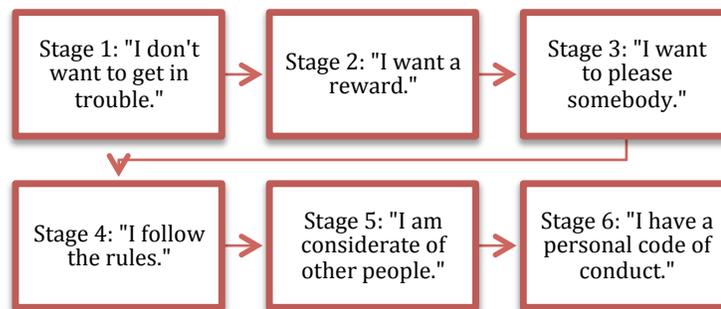
What makes the rules work is that they're backed up by -- and this is a word they actually use at the school -- love. There are only 220 students at Match High. Classes are small and the kids also get one-on-one tutoring from dozens of recent college graduates who live right in the building.

The program has worked for Sanchez. "They cared," he says. "I mean, Mr. Sposato, who was our principal back then ... took me aside about every day and just told me, you know, 'You're here to learn. You're here to do something with your life.'" (Note: Luis Sanchez is now a junior at Boston College)

The Match student Luis Sanchez, a junior in college at the time this story ran, has since graduated from Boston College and has accepted a position in the Match Corps tutoring program in Boston for the 2012-13 school year in order to give back to Match and students like himself.

Kohlberg's Stages:

The teaching, training, and practice of conduct expected at GO are underpinned by the teaching and practice of Kohlberg's Six Stages of Moral Development.



We want students to behave well for all the right reasons. Teaching and learning the Six Stages takes a lifetime effort. We will start this important effort at the Great Oaks Charter School by explicitly teaching the Six Stages. Students will learn more about the Six Stages as they examine role models in the classrooms and check their decisions (both good and poor) throughout the year.

We want students to possess their own personal code of conduct. GO students will actively learn about the importance of Level 6 conduct during student orientation and in regular all-school meetings. At GO, we will support our students' development by setting clear expectations, explicitly stating our expectations, and holding students responsible for their choices. Students will be expected to follow our 10 "Non-Negotiables" at all times:

1. Attend school daily. Arrive on time and remain at school for the entire day.
2. Respect **all** members of the GO community.
3. Be focused on learning and take active notes throughout every class.
4. Arrive on time to each class and be seated and silently working on their "Do-Now" when the first bell rings.
5. Follow the GO dress code.
6. Be prepared for every class by arriving with the necessary tools to effectively participate.
7. Respect the building and all community property.
8. Turn off and put away all electronic devices before entering school.
9. Always have a pass in the hallways.
10. Complete all assignments with academic honesty and integrity.

There are two ways in which GO supports students in meeting the expectations of the GO community. First, students learn and practice GO expectations during Orientation. Second, the GO Check system will keep track of four types of information:

1. **Daily Attendance:** Cumulative record of tardies and excused/unexcused absences throughout the year
2. **Weekly Homework Completion:** Homework completion is vital to student success. Homeroom classes that lead the school in homework completion rates will earn rewards and recognition.
3. **“Above and Beyond” points are rewarded to students who go above and beyond in their respect, integrity, self-discipline, and excellence towards themselves and others.** Students may redeem points at the Student Store for school spirit items and special reward events.
4. **“Demerits” are earned when a student does not follow the Code of Conduct.** There are consequences when a student earns multiple demerits. The more demerits a student earns, the heavier the consequence.

Great Oaks points and demerits will be tracked on the Great Oaks Check. Checks will be distributed to students on a weekly basis. A parent/guardian must review the check with the student. **All parent(s)/guardian(s) must check and sign the *Weekly GO Check*.** Students keep up with their Great Oaks point and demerit totals each day by keeping a daily tally. Great Oaks points earned will be accounted for daily. Great Oaks point and demerit totals will be posted every day. Consequences for behavior are directly related to the number of demerits a student has accumulated for the **day and week**. All detention responsibilities must be served by the end of each week. Un-served detention time at the end of the week will result in a Friday Detention to pay off the remaining consequence.

The complete Code of Conduct is included as Attachment 4.

Dignity for All Students Act

Great Oaks is committed to the requirements of the Dignity for All Students Act (DA), which took effect on July 1, 2012. The DA is intended to give students in public schools an educational environment free from discrimination and harassment, particularly from harassment based on a student’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. The DA will prohibit activities that create a hostile environment at school and school-sponsored events. GO will follow the recommendations, when published, of the NYS-wide task force that is developing guidelines. All staff will receive training on the DA during pre-opening PD that focuses on Great Oaks’ framework for promoting a positive school culture. GO’s Dean of Students will be the designated contact for handling violations of the DA, especially bullying. GO will ensure the Dean receives appropriate training to recognize and respond effectively to harassment and bullying and implement strategies to prevent it.

Evaluation of School Climate:

There are several methods that the school will use to evaluate whether its culture is safe and conducive to learning. Data on attendance, tardiness, suspensions, phone calls home demerits and reward points are collected at the student level and may be aggregated to individual tutors or teachers where appropriate. That data is reported to the Board at each meeting. The Board will also be presented with a report of any significant incidents that occurred in the month prior; very serious incidents will be brought to the attention of the Board Chair and the Executive Committee the day

that they occur. Teachers and tutors will call home to parents frequently, in part to affirm that students and families feel safe and secure at Great Oaks. At the end of each school year, every parent will be called as part of a survey on how they believe the school is performing; that survey will include questions regarding the school environment and whether it is safe and conducive to learning.

G. Special Student Populations and Related Services

At the heart of Great Oaks Charter School's educational philosophy is the belief that all children can learn in an environment of high expectations and supportive relationships. We will ensure that the needs of any child who enrolls in our school are met. For the below subgroups of students, we will create policies that protect the legal rights of the child and we will hold staff accountable for the execution of those policies.

At-risk students

We expect that a significant proportion of our students will arrive at Great Oaks Charter School with significant educational deficits – entering one or more year behind their grade level. Our strategy for at-risk students is woven throughout our entire school model – high expectations of performance that we support students in meeting. Our small school size will be an asset in allowing each student to feel known and cared about and will let our teachers create the relationships necessary for each student to succeed.

To identify students who are at-risk of academic failure, we will administer diagnostic assessments for reading and mathematics early each school year for all incoming students and, for our returning students, we will be able to draw on their prior achievement at Great Oaks. The Director of Curriculum and Instruction, supported by the teachers, will use students' prior-year achievement data to draw an understanding of the broad needs of the student body as well as to identify early-on the students who will need extra support.

All students at Great Oaks will receive two hours of tutoring every day – struggling students even more. Over the course of a school year, that will amount to more than 400 hours of additional attention to the individual needs of our students. Our extended school day means that those 400 hours are in addition to the time spent in the classroom, not as a pullout or substitute. Tutors use content generated by the classroom teacher that ensures that the additional attention at-risk students receive is directly tied to the lessons in their classes. In assigning tutors to students, we have the ability to manage tutorial groups in response to student need. Students with higher levels of prior achievement will be grouped homogeneously in groups of two or three by achievement for tutorial groups and those students who indicate a higher need for support will receive one-on-one attention.

After Winter Break, those students whose coursework indicates they are at-risk of not meeting annual learning objectives and being promoted to the next grade will be recommended for after-school tutoring or Saturday school, provided by Tutor Corps members and teachers who will volunteer and receive a stipend for their additional service. Though not mandatory, students and their families will be made aware that the additional tutoring is an opportunity to receive help and that they may not be promoted if their grades do not improve.

Through our rigorous collection of student achievement data - formal interim assessments which are aligned to the Common Core as well as informal assessments such as daily 'exit tickets' that are assessing daily mastery of the goals embedded in our annual grade-level curricula— our teachers, tutors and school leadership will develop a deep and ongoing understanding of each student's progress towards standards mastery. Those students who are identified as at risk of not

meeting our expectations will be provided with one-on-one attention after school and on Saturdays by their teacher or by a tutor until they have mastered the content.

Students with Disabilities:

Students with disabilities can and will thrive at Great Oaks Charter School. Based on demographic data for Community School District 2, we expect that between 15% and 20% of our students will come to us with Individual Education Programs (in accordance with the Draft Enrollment Targets issued by NYSED requiring 16% enrollment of Students with Disabilities for a CSD 2 charter school) which would result in the school enrolling 15 to 20 students with IEPs in each grade cohort.

One of our core values at Great Oaks is that all students can learn in an environment of high expectations, warm relationships and high doses of individual attention. In accordance with that value – and consistent with the special education reforms underway in New York City and beyond - Great Oaks will provide instruction to students with disabilities in the least restrictive environment possible to the extent appropriate and subject to the requirements included in each student's IEP in accordance with all applicable federal and state laws and regulations (e.g. IDEA). Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily, in accordance with the student's IEP.

Identifying and Serving Students with Disabilities:

Great Oaks will comply with the federal Child Find requirements (34 CFR §300.125). A student suspected of having a disability will become a focus of Great Oaks' Child Study Team (CST) consisting of an administrator, classroom teachers, consultant social worker and special education teacher. The classroom teacher will provide records of classroom observation, assessment data, consultation with parents, administration and special education teachers, and at risk intervention data for review. A member of the CST will also observe the student in the classroom to inform their evaluation.

The CST will use the Pre-Referral Intervention Manual¹⁹ (PRIM) as a guide. The CST has the responsibility to review any problems interfering with the child's performance, brainstorm solutions, make recommendations to meet the child's needs and monitor/review results of the recommendations. The CST will interview the student's teacher(s) and consult with the student's parents to offer recommendations. A referral to the CSE will be considered only after RTI strategies were insufficient to address the student's needs.

Referrals to the CSE:

If students do not show signs of improvement following interventions, a meeting will be called with the family and a referral may be developed. The referral is made in writing to the Chairperson of the CSE of the NYCDOE for an individual evaluation and determination of eligibility for special education programs and services. A copy of the referral, along with the procedural safeguards notice, will be sent to the student's parents/guardians.

A student's parent or guardian, a professional staff member at Great Oaks, a physician, a judicial officer or a representative of a public agency may make a referral. Great Oaks will implement the IEP developed by the CSE for each student identified, and will cooperate with the student's district of residence to ensure that all services as recommended in that IEP are provided to the student. In the event that Great Oaks is unable to provide services in accordance with the student's IEP, it will rely on the school district of the student's residence to provide services.

Instructional Supports for Students with Disabilities:

Our special education program will be managed by the Special Education Coordinator, who will also provide services to students in Year 1. Special education coordination involves overseeing Great Oak's Special Education program, which includes but is not limited to managing IEP record-keeping, ensuring compliance with all IEP requirements and regulations, managing the review and referral process, ensuring provision of services as mandated on student IEPs, progress monitoring, and submitting annually all required reports in compliance with 34 CFR §300.750. The Executive Director will also help to oversee this process. As the school grows, we will expand the Special Education team in order to serve an increasing population of students with disabilities.

Great Oaks will hire appropriately certified special education teachers, and may contract with certified or licensed individuals and/or organizations to provide services, under the supervision of the Special Education Coordinator. Great Oaks' special education staff and service providers will provide support to classroom teachers, work in the general education classrooms with special education students individually and in small groups, provide resource room services and serve as special education consultants to the overall school community. Special education staff will work with teachers and tutors to support the education of students with disabilities in a manner consistent with and supportive of the students' IEPs. Special education staff will ensure that the teachers, tutors and administrators are knowledgeable about the needs of students with disabilities, are informed about their responsibilities for particular students, will receive the support they may require to implement each student's program, and will implement any necessary modifications or accommodations in their classes. Every teacher of a student with a disability will be provided a copy of the student's IEP and corresponding information, training and support by the Special Education staff to ensure their understanding of the student's needs and their responsibilities to implement any required modifications or accommodations in their classes.

Great Oaks intends to provide the following services that may be required by a student's IEP: resource room, Special Education Teacher Support Services (SETSS) and potentially Collaborative Team Teaching (CTT) within a particular grade, as determined by the needs of the individual students we serve. Great Oaks will have a consultant social worker for those students whose IEP requires counseling services. Great Oaks will most likely contract with outside service providers for speech language pathology and audiologist services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early rehabilitation counseling; orientation and mobility services; and diagnostic and/or evaluative medical services.

Special education students in Great Oaks will receive their adapted curriculum work and specialized therapies (such as speech-language or occupational therapy) in a setting that is in accordance with their IEPs. A special education teacher, paraprofessional or aide may sit with the students to help implement the goals of their IEPs.

All teachers and tutors will receive on-going training regarding the education of special needs students including during the pre-opening professional development prior to the opening of each school year. Professional development will also address the needs of the students with disabilities by emphasizing differentiation and ongoing assessment of work. As part of this, teachers will be fully trained in PRIM as well as the special education referral process. Great Oaks' embedded professional development model provides additional time for ongoing training, planning and collaboration specifically related to the education of students every Friday afternoon.

English Language Learners

Great Oaks will be a high-performing, open-admission secondary school that makes a concerted effort to serve English Language Learners. Charters schools nationally, and in New York

specifically, have not historically enrolled ELLs at the same rate as traditional public schools and there is significant room for improvement in both the recruitment of ELLs and how they are served. In Boston, Match recently launched a new charter school, Match Community Day, with an explicit focus on serving ELL students and much of our program design is informed by Match's experience. Each year, Great Oaks will set aside 25% of the seats in its lottery for English Language Learners to ensure that they are well represented within the school.

Our instructional approach to English Language Learners is informed by the work of the ELL Think Tank, a group of researchers and practitioners based out of NYU, and by Jim Cummins, who stresses the importance of distinguishing between a student's Basic Interpersonal Communication Skills – which may be quite fluent if a student frequently interacts with native speakers – and the student's Cognitive Academic Language Proficiency – which is critical to writing and reading skills and must be developed in non-native speakers, even if the student is conversationally fluent. Further, Cummins argues that students who are not native English speakers should be allowed and encouraged to continue to develop their native language proficiency, as it will promote a proficiency with language in general that benefits their English development as well.

Community School District 2's ELL population represents a diverse set of home languages: The plurality (45.1%) of CSD 2 ELLs come from Spanish-speaking homes, with the remainder coming from homes speaking one of several Chinese languages (38.4%) or French (3.2%). The remaining 13.3% of ELL students in CSD 2 represent a broad selection of home languages - more than 175 native languages in all are spoken in the New York City public schools.⁶

Due to Great Oaks' small size and the diversity of languages spoken in Community School District 2, we will implement a targeted ESL program that blends core content coursework in the general education classroom with ESL supports and opportunities for continued native-language development through tutorial support. ESL programs are currently implemented for 70% of New York City ELL students and 78% of ELL students in schools open since 2002.

Diagnosis is vital: As part of our registration process, all students who were previously enrolled in a NYC public or charter school will have their NYC DOE records examined to determine previous Limited English Proficiency status. Those students who do not have a record with the NYC DOE will be given a home language survey at Parent Orientation. Students whose home language survey indicates a possible need for ELL services will have their English assessed using the Language Assessment Battery-Revised (LAB-R) – the instrument used by the NYC DOE.

The classroom must meet the needs of all students: All staff at Great Oaks will be trained in the needs of non-native speakers. Specific topics will include the importance of treating the student's non-native language as an asset to be developed, not as a deficit to be cured; cultural sensitivity and incorporating students' backgrounds into coursework where possible (in the choice of readings, for example); and specific instructional techniques that support English Language Learners in the general education classroom, such as emphasizing visual cues and partner reading.

The tutorial model creates an excellent opportunity to provide ELL students with individual attention, develop confidence and work on students' native language development as well. Great Oaks will highly prioritize recruiting Tutor Corps members who are fluent speakers of Mandarin and Spanish, the two dominant non-English languages in Lower Manhattan. By pairing ELL students with a tutor who is fluent in their native language, Great Oaks can utilize the tutorial approach as a way to develop what Cummins calls the Common Underlying Proficiency – the underlying set of linguistic skills that support development in both the native and non-native language.

⁶ The 2010-11 Demographics of New York City's English Language Learners:
<http://schools.nyc.gov/NR/ronlyres/3A4AEC4C-14BD-49C4-B2E6-8EDF5D873BE4/108227/DemoRpt0722.pdf>

Students who are designated LEP, either due to a designation at a previous school or because their LAB-R indicates ELL status, will receive appropriate services in compliance with all applicable state and federal regulations to ensure their mastery of state standards and satisfaction of the school's graduation requirements. LEP students will receive ELL services until they are able to demonstrate proficiency on a state-approved English Language Proficiency Test.

Great Oaks will be supportive of the needs of students and families with limited English abilities. The English proficiency of all LEP students will be assessed annually using the NYSESLAT exam to determine whether the supports they are receiving are effective and LEP students' performance in other subject areas will be evaluated to see if modifications need to be made. Even after students demonstrate sufficient English proficiency that they no longer receive the LEP designation, the school will continue to monitor their language arts progress and provide support as needed. Great Oaks will evaluate the performance of our LEP students as a group each year on English proficiency exams to determine whether our LEP students are moving towards proficiency rapidly enough.

In order to coordinate the supports that our English Language Learner students and their families will require, Great Oaks will hire a certified ESL teacher to serve as ELL Coordinator by the second year of the school at the latest. This position will be responsible for managing the school's ELL compliance and assessment program, working with ELL families to facilitate their engagement in the school, supporting teachers and tutors in working with ELL students and to deliver targeted ESL support services to ELL students as needed. The ELL staff will increase response to the size and needs of the school's student body, but Great Oaks will have at a minimum one full-time ESL-certified teacher for each of the middle and high school programs.

Gifted Students

Through intensive daily tutoring and a college-preparatory instructional focus, we will continue to challenge those students who are at or above grade level at Great Oaks. Students will be provided opportunities to read more advanced texts during daily independent reading, to take on more challenging homework and practice materials in tutorial and to act as peer leaders in appropriate settings.

Daily tutoring, in particular, is well positioned to encourage gifted students to develop at their pace. Rather than a traditional classroom where a teacher must monitor and adjust the learning for 25-30 students, a tutorial group of 2-3 students, grouped by entering skill level at the beginning of the year, creates a venue where students can express higher-order thinking, analyze texts and attempt to solve more challenging problems.

III. Organizational Viability

A. Applicants/Founding Group Capacity

The Great Oaks Charter School’s Founding team is composed of a diverse group of individuals with expertise in school startup, teaching, finance, real estate, law and community organizing. The applicant/founding group came together when the lead applicant, Michael Duffy, approached several people with whom he was acquainted about the idea of founding a charter school that would replicate the successful practices of the Match Charter School of Boston in Manhattan. The Great Oaks Foundation, a nonprofit organization supporting the launch of this school, previously supported the creation of the Great Oaks Charter School in Newark.

The whole team has met more than a dozen times to plan and design the Great Oaks charter school. Each team member has contributed in smaller groups, phone discussions, school visits, document reviews, community meetings and other outreach activities. Expansive sessions more than a year ago where members of the founding team outlined a broad vision for our school, led to increasingly detailed meetings to discuss and debate the specific program captured in this charter application document. Meetings of the whole group were held monthly – often more frequently – and were usually convened in a conference room at NYU’s School of Education. The primary authors of this document are Benjamin Carson and lead applicant Michael Duffy, who regularly submitted drafts to the rest of the group.

Name	Current Employment	Relevant Experience /Skills in Founding Group	Proposed Role, if Any
Susan Mustokoff Akselrad	Senior Counsel, Rhodia Inc.	<ul style="list-style-type: none"> ● 25-year Practicing Attorney ● Public school teacher ● Parent 	Board member
Shun-Fang Chang	Assistant Principal/Director of College Office, Bronx High School for Science	<ul style="list-style-type: none"> ● 22-year Educator, NYC Public School Guidance Counselor ● Trustee, The College Board ● Author, <i>The American College Admission Guide</i> (Chinese-language Guide for Asians and Asian-Americans to the U.S. university system) 	Board member
Michael Duffy	Managing Director, Victory Education Partners	<ul style="list-style-type: none"> ● Founder, Great Oaks Charter School, Newark ● Executive Director, Charter School Office, NYC DOE ● Executive Director, City on a Hill Charter School ● Founding Board Member, Match Public Charter School ● Community School District 2 Resident 	Board member
Kate Hayes	Sales Leader at Johnson & Johnson	<ul style="list-style-type: none"> ● Community School District 2 Resident and Parent 	Board member
Robert Ludlum	Managing Director, Treasury Services, Chase Bank	<ul style="list-style-type: none"> ● 20-Year Finance Professional ● Community School District 2 Resident 	Board member
Dr. Joseph P. McDonald	Professor of Teaching and Learning, NYU-Steinhardt School of Culture, Education and Human Development	<ul style="list-style-type: none"> ● Chair, Teacher Education Working Group, NYU ● Director of Research, Annenberg Institute for School Reform ● Expert in Teaching ● Community School District 2 Resident 	Board member
John Love	Retired; Former Principal, Fieldston School	<ul style="list-style-type: none"> ● 40-year independent school educator ● School leadership expert 	Board member
Alia Smith	Graduate Student, Columbia University Business School	<ul style="list-style-type: none"> ● Match Corps Director, Match Public Charter School ● Match Corps Member 	Board member
Benjamin Carson	Launch Director, Great Oaks Foundation	<ul style="list-style-type: none"> ● Founder, Great Oaks Charter School, Newark ● Statistician, Charter School Office, NYC DOE 	None

B. Board of Trustees and Governance

Trustee Name	Voting?	Position on the Board (Officer Positions Subject to Election at Initial Board Meeting)	Length of Initial Term
Susan Mustokoff Akselrad	Y	Secretary (Proposed)	2 years
Shun-Fang Chang	Y	Member-At-Large	2 years
Michael Duffy	Y	Chair (Proposed)	3 years
Kate Hayes	Y	Vice-Chair (Proposed)	3 years
Robert Ludlum	Y	Treasurer (Proposed)	2 years
Dr. Joseph P. McDonald	Y	Member-At-Large	1 year
John Love	Y	Member-At-Large	1 year
Alia Smith	Y	Member-At-Large	1 year

The Founding Board of Trustees represents a diverse group with a broad array of experiences and skills. The Founding Board is capable of launching and overseeing a high-quality new school option:

- Michael Duffy, proposed Board Chair, has been involved charter schools for close to 20 years as a volunteer, advocate, fundraiser, trustee, school leader and authorizer.
- Kate Hayes, proposed Vice-Chair, is a parent and Battery Park City resident with a personal stake in seeing more great schools open in Lower Manhattan.
- Robert Ludlum, proposed Treasurer, is a long-time finance professional with experience in fiscal oversight and internal controls.
- Susan Akselrad, proposed Board Secretary, brings a career of corporate law to support the board's governance and oversight responsibilities as well as the perspective of a parent and former public school teacher.
- Professor Joseph McDonald is a nationally recognized expert in teaching and learning with a rich history as a teacher and principal to inform the oversight of our academic program.
- Shun-Fang Chang is a career New York City educator who has been a guidance counselor and high school administrator at the nationally recognized Bronx High School of Science and is a trustee at the College Board. She will assist with both academic oversight and developing and strengthening ties to the community.
- John Love has been an educator for 40 years, first as a teacher then as a school leader in high-performing independent schools. His expertise lies in designing systems to support, develop and evaluate teachers working with diverse populations.
- Alia Smith brings a deep familiarity with the Match model that we're replicating. As a former tutor and Match Corps Director, Alia will be essential in making sure that we are replicating the successful methods of the Match School.

The Board of Trustees of GO will be responsible for ensuring that the school is operating in compliance with its charter and all applicable state and federal laws as well as overseeing the school's progress towards achieving its mission of preparing students for college success. Major responsibilities of the Board will include setting strategic goals for the school, hiring, overseeing and evaluating the Executive Director, approving the annual budget, responding to parent complaints and acting as the final point of accountability for the school in its relationship with the Board of Regents as the chartering entity. The Board is entrusted with the charter agreement by the Board of Regents and is responsible for making sure that the school is upholding the promises contained in the charter agreement. If the school does not live up to the terms of its charter agreement, the school's Board will have to answer to the Board of Regents.

The Board will have no fewer than 5 and no more than 9 members at any time. The Board will hold monthly public meetings throughout the school year and will have an annual full-day retreat each summer. Board meetings will be conducted in accordance with Robert's Rules of Order and the school's bylaws. Parents will be welcome to attend Board meetings, which will provide the opportunity for public comment and an opportunity to directly address the board with any concern. The GO By-Laws contained in Attachment 5(b) provide more detail regarding the procedure for conducting board meetings, public notice of charter school board meetings and the method of appointment or election of trustees

Officers of the Board will have the following general responsibilities:

- The Chair (president) of the board has general supervision, direction, and control of the affairs of the school, subject to board control, and such other powers as the board may prescribe. When present, the Chair will preside at board meetings.
- The Vice-Chair (vice-president) acts in the place of the Chair if the Chair is absent or unable to fulfill his or her duties and when so acting will have all the Chair's powers and be subject to the same restrictions.
- The Treasurer acts as custodian of school funds and will provide the appropriate segregation of duties to create strict internal fiscal control policies. The Treasurer will inform the Board of the school's ongoing fiscal condition.
- The Secretary will be responsible for keeping the minutes of the school, maintaining records of board membership and decisions, interpreting the by-laws in the case of a dispute and any other duties the board may prescribe.

The Board will have three permanent standing committees: Executive, Finance and Academic. The Chair may create ad hoc committees to handle emergent issues such as facilities or fundraising. The Treasurer will chair the Finance Committee on a permanent basis, but the chairs of other committees will be appointed by the Board Chair and may rotate among the members. At an appropriate interval, the chairs of any permanent and standing committees will provide a report of committee activity to the Board at large.

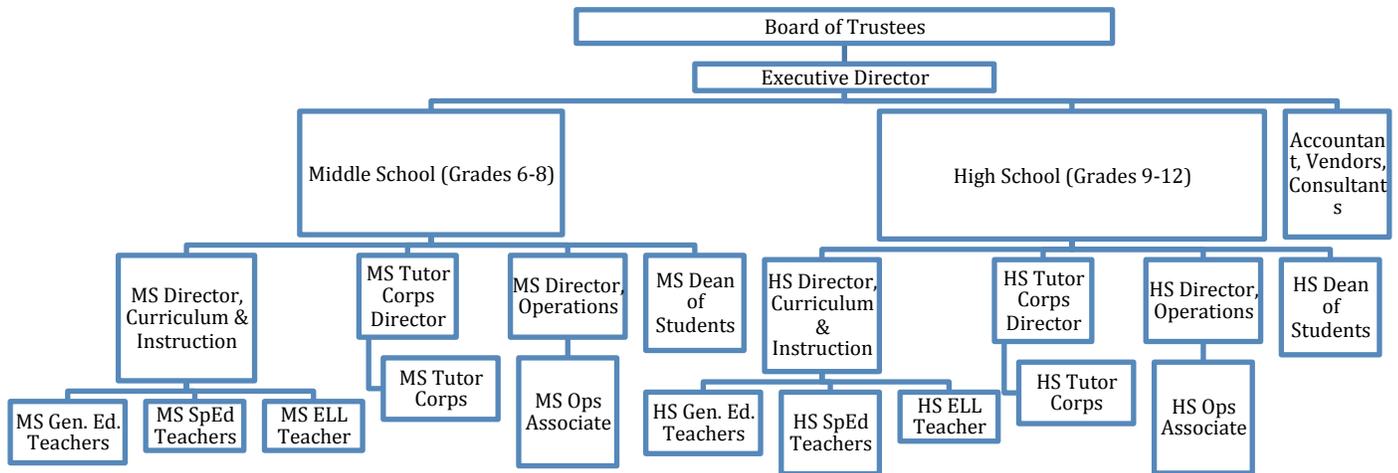
- The Executive Committee, chaired by the Board Chair, will facilitate effective decision-making by the board. Comprised of a subset of board members—the officers—the Executive Committee (EC) is responsible for: a) planning board meeting agendas; and b) serving as a communication link with other board members. The EC will engage in prospecting, contacting, recruiting, orienting, supporting, training, and evaluating Board members. Once identified, prospective board members will be presented by the EC to the Full board for their consideration and approval. The EC will ensure that Board composition reflects and strengthens its relationship with the community served by GO.
- The Finance Committee, chaired by the Treasurer, coordinates the board's financial oversight responsibilities. The Finance Committee is responsible for developing annual budgets in conjunction with the short- and long-term plans of GO to the Board of Trustees for review and vote. The budget is then reviewed periodically by the Finance Committee to be updated with current information. Additional responsibilities include oversight of the school's auditing, facilities and financial management initiatives. The Finance committee is supported by the Executive Director and contracted accountant.
- The Academic Committee works to ensure the school is meeting its accountability goals related to student achievement, helps ensure the academic quality and credibility of the school as an academic institution and supports the Executive Director in the maintenance, promotion and improvement of the academic standards set forth in the charter. The primary responsibilities of the Academic Committee include: advising the board on the School's core activities of teaching and learning; recommending to the board the adoption of academic

policies consistent with the School’s vision, mission and strategic plan; adopting procedures to effect board-approved academic policies; building and enhancing the quality of the School’s academic programs at all levels; advising the board on the academic aspects of the strategic direction of the School; and working in conjunction with the Executive Director to monitor and advance the quality of all academic activities.

The founding board members will serve staggered initial terms of 1, 2 or 3 years as described in the table above; members who join the board after the initial meeting will serve for a term of 3 years terms.

C. Management and Staffing

Organizational Chart at Scale



The leadership team and staff at GO will grow in clusters. The Executive Director (ED) and Middle School leadership (the Director of Curriculum and Instruction (DCI), the Tutor Corps Director (TCD), and the Director of Operations (DO) will all be hired prior to the first day of operations, joined by a Dean of Students in the third year. In Year 4, when the school adds a 9th grade, we will add a second cluster for High School leadership, similarly joined by a High School Dean of Students in the fifth year.

We have budgeted for a staggered hiring of school leadership that provides for sufficient capacity to execute the school’s academic program. The middle and high school academic programs are sufficiently distinct and the challenges of launching the high school will be such that we are committed to hiring a high school leadership team for the 4th year of the school’s operation, when our initial cohort of students is promoted into the 9th grade. The five-year budget includes allocations for that increase in administrative staff.

Staffing Growth over Initial Charter Term

Year	2013-14	2014-15	2015-16	2016-17	2017-18
Students	99	198	287	365	433
Executive Director	1	1	1	1	1
Middle School Director of Curriculum and Instruction	1	1	1	1	1
Middle School Tutor Corps Director	1	1	1	1	1
Middle School Dean of Students			1	1	1
Middle School Director of Operations	1	1	1	1	1
Middle School Operations Associate		1	1	1	1
Middle School Teachers (Gen Ed)	5	10	14	14	14
Middle School Teachers (Specialty)		1	1	2	2
Middle School Teachers (SpEd+ELL)	1	2	2	2	2
Middle School Tutor Corps Members	20	40	58	58	58
High School Director of Curriculum and Instruction				1	1
High School Tutor Corps Director				1	1
High School Dean of Students					1
High School Director of Operations				1	1
High School Operations Associate				5	10
High School Teachers (Gen Ed)				4	8
High School Teachers (Specialty)					1
High School Teachers (SpEd+ELL)				1	2
High School Tutor Corps Members				16	30
Total Administrative Staff	4	5	6	14	20
Total Teachers	6	13	17	23	29
Total Permanent Staff (Administrative and Teachers)	10	18	23	37	49
Total Tutor Corps	20	40	58	74	88

School Leader Responsibilities and Qualifications

The Executive Director will be the chief executive, responsible for the overall success of the school. For both the middle school and the high school programs, the ED will supervise all administrative staff and will serve as the key point of accountability for the Board’s oversight of the school’s operation. The ED will take the lead in annual budget planning, facilities planning and all other strategic matters. Key qualifications for the ED include previous experience in a leadership position in a high performing public school, a zeal to educate children, the ability to lead and inspire teachers, experience working with a board, and the capacity to wisely steward the schools resources.

Once authorized, Great Oaks’ Founding Board will conduct a national search for the Executive Director, including leveraging online and print media as well as planning team members’ extensive professional networks. E.D. candidates will be interviewed first by individual Board members and small groups before undergoing an extensive interview with the full Board of Trustees.

Other Key Administrative Position Responsibilities:

- Director of Curriculum & Instruction: Responsible for supervision of all instructional aspects of the school. Coaches and evaluates teaching staff, plans and delivers teacher and tutor professional development, supervises curriculum development and revision processes; manages data analysis and review.

- Tutor Corps Director: Responsible for supervision of all aspects of the Tutor Corps. Coaches and evaluates tutors, plans and delivers tutor training and professional development, supervises tutor recruitment and retention.
- Director of Operations: Responsible for non-instructional aspects of the school. Manages daily school operations, including food, transportation, facilities, attendance and visitors to the school. Supports the ED in ensuring school's fiscal integrity and compliance with state and federal regulations.
- Dean of Students: Responsible for building a safe, orderly school culture that reflects Great Oaks' core values. Works with parents and students to resolve discipline issues; implements, manages and revises behavior incentive system ("points"/"demerits"); plans and executes school-wide assemblies and other activities to support school culture.

Complete job descriptions and qualifications for all positions are included in Attachment 8a – Hiring and Personnel Policies and Procedures

Strategies for Recruiting and Retaining Effective Teachers

The school will add 4-5 new teachers per year as it scales up and will replace any teaching staff lost to attrition. We will conduct a thorough search process to hire the best possible teachers. We have budgeted \$15,000 per year for staff recruitment to ensure that we are able to widely publicize job openings online (e.g., Idealist, Gotham Schools), in print (e.g., Education Week) and, if necessary, hire a search firm (e.g., Carney Sandoe) to seek out the best new team members. We will be able to attract effective teachers based on a variety of factors:

- Compensation – Average teacher salary of \$60,000 allows us to be competitive with what other schools are offering. According to the most recent compensation survey published by the NYC Charter Center, \$60,000 will allow GO to recruit teachers with 2 - 4 years of experience.
- Environment – Teachers are more likely to choose to work in a high-performing school where expectations for all members of the community are clearly stated and consistently upheld. By creating a school where teachers are supported by a coherent approach to academics and school culture, we will be able to present an attractive working environment.
- Conditions – The presence of full-time Tutor Corps members emphasizes creativity, planning and student engagement while deemphasizing rote work and non-instructional chores.
- Networks – Our founding team is acquainted with hundreds of educators in charter, district, parochial and independent schools in greater New York, New Jersey and Massachusetts. We will leverage those networks to recruit outstanding teaching candidates.

Teacher recruitment will begin in the winter of each school year, with the ED and the DCI meeting to discuss the school's growth for the next year, the budget outlook and which of the current teaching staff is likely to return the following year. In April, the school leadership team will take inventory of the characteristics of new and returning students for the coming year to identify staffing needs related to home languages of incoming ELL students and the needs of those students with IEPs. Based on those discussions, the ED will develop a Staffing Plan, containing a list of open positions to be advertised and recruited for the Academic Committee of the Board to review. Based on the Academic Committee's feedback, the Staffing Plan will be integrated into the annual budgeting process.

Once the Staffing Plan has been approved, the ED and the DCI will draft full job descriptions to be used in advertising open positions. The ED and the DO will then be responsible for allocating the annual staff recruitment budget to widely post the job descriptions in print and online job listings, social networking venues and any other place where candidates are likely to view

them. The school will place a high value on recruiting a pool of applicants that reflect the diversity of GO's student body for all openings and will post job ads in publications that are likely to reach a broad cross-section of teachers.

After candidates apply, the school will implement the screening and hiring process as detailed in Attachment 8a – Hiring and Personnel Policies and Procedures. In summary, GO will strive to attract a high-quality, diverse pool of teachers with a minimum of two years in the classroom. We will then undertake an exacting 4 step process for determining if candidates are right for GO: (1) screening applicant resumes, looking for those prospects who have taught in urban schools in the requisite subject areas and grades, (2) conducting phone interviews to determine fit with GO culture [sample question: Do you think it is fair that all students are expected to be reading on grade level by the time they graduate from 8th grade, even when they come to GO several years behind?], (3) most importantly, inviting applicant teachers to come in and deliver a sample lesson, which is the single most important window into their effectiveness in the classroom, (4) finally, gathering references as a final check on a candidate's suitability.

The Tutor Corps recruitment process is similar in process and timing to other staff, though larger in volume of applicants – Match and Great Oaks in Newark have each typically received more than 10 applications per vacant position. In addition, GO staff will identify prospective tutors by conducting vigorous outreach to campuses across the country, meeting with career placement offices, administrators & professors and attending college career fairs. The home languages of Great Oaks new and returning English Language Learners will drive recruitment and selection of new Tutor Corps members to ensure the school has adequate capacity to engage students and their families in their native languages.

Great Oaks will retain effective teachers. Our intensive professional development model provides structure for all teachers to grow and be recognized, plus the school will offer competitive compensation packages: staff compensation will be based on annual performance reviews and GO's teacher salaries will use a Broadband System, which replaces 25 or more salary steps found in district-run schools with three overlapping salary bands, giving administrators more flexibility in offering differentiated salaries related to workload and performance. Other salary differentiation will be based on the subject area taught, with higher compensation going to those teachers in difficult-to-fill subject areas such as science or math.

To ensure maximum accountability in achieving the school's goals, GO will establish a Performance-Based Incentives plan. The instructional staff may receive a PBI award annually. The following will be key elements to determine incentive pay: observations utilizing Charlotte Danielson's Framework for Teaching, student academic growth, student academic achievement, closing the gap between the lowest performing students and the other students, the parent survey and leadership recognition based on self-nominations that are peer-reviewed. The Director of Curriculum and Instruction will formulate the final plan with approval by the ED and the Board.

For those teachers who are interested in career growth that includes pursuing responsibilities beyond teaching, the DCI and the ED will provide opportunities for advancement within GO in a variety of ways, including:

- Providing a path towards a school leadership role
- Creating opportunities to support a less-experienced teacher through observations and coaching
- Giving more responsibility within the curriculum development process
- Opening avenues for the instructor to spend more time with students by leading an enrichment activity, sponsoring a club or facilitating after-school academic supports.

C.1. Charter Management Organization: We will not contract with a charter management organization.

C.2. Partner Organization

The launch of the Great Oaks Charter School is being supported by the Great Oaks Foundation, a 501(c)(3) not for profit organization with a mission of supporting public school students through the creation of new charter schools based on the Match model. The Great Oaks Foundation was formed from the belief that a new charter school needs intensive support at its inception, but that autonomy and self-sufficiency are ultimately important elements of long-run success. The Foundation does not aspire to open and manage a large network of schools. Rather, by opening a small number of highly innovative charter schools, the Great Oaks schools will serve as important demonstration points for how schools with a diversified approach to human capital can generate powerful results with the same financial resources as traditional public schools. The Great Oaks Foundation has entered into a Memorandum of Understanding with Match Education (see MOU in Attachment 7). Through this MOU, Great Oaks is able to receive advice and counsel on the implementation of Match's model, with particular focus on talent recruitment and the high-dosage tutoring program.

The members of the Great Oaks Foundation's Board of Directors have been involved in the development of the GO model and are supporting the launch of this school: Steven Klinsky (Chair), Founder and CEO, New Mountain Capital; Jay Cross, President, Related Hudson Yards; Peggy Shaughnessy, Managing Director, KKR; Adam Weinstein (Treasurer), Director and Controller, New Mountain Capital; Maureen Sherry, Author; Stig Leschly, CEO, Match Public Charter School; Gregorio Mayers, Senior Policy Advisor, Mayor's Office, City of New York; Fred Brown, Chairman, National Black Republican Council; Mary Brabeck, Dean, Steinhardt School of Culture, Education and Human Development, New York University; Michael Duffy (President).

The Great Oaks Foundation previously supported the successful launch of the Great Oaks Charter School of Newark – designing the academic, operational and financial model for the school; drafting the charter application; recruiting the first group of staff, tutors and students; securing an incubation site and a long-term facility; and raising more than \$500,000 in startup funding from foundations and donors to implement the school's program.

If approved, the Great Oaks Foundation intends to perform a similar role for the proposed Great Oaks Charter School in New York City. The needs of new charter schools differ significantly between Newark and New York City. For example, in 2011, Newark charter schools did not receive any startup funding from the state, creating a need for the Foundation to provide intensive fundraising support. Similarly, the specific type of support the Foundation will provide to ensure the school is able to launch will be in response to the needs of the Board and the school. Specifically, the Foundation will:

- Lead fundraising efforts to secure capital for school facility needs
- Support the ED with the recruitment of the founding team of administrative staff, teachers and tutors
- Support the recruitment of the initial cohort of students

The Great Oaks Foundation is not a Charter Management Organization – it will not provide financial support beyond what is required for the school's facility. The Great Oaks Charter School will not pay any fees to the Foundation. Primary contact for Great Oaks Foundation: Benjamin Carson, Launch Director; Great Oaks Foundation; 239 Greene Street, 4th Floor; New York, NY 10003; bcarson@greatoakscharter.org; 501-258-7831.

D. Evaluation

Frequent self-examination is a critical component of a reflective organization dedicated to continuous improvement. From the Board, to the leadership, down to teachers, tutors and students, a “growth mindset” – the belief that we can always do better – will be at the core of the Great Oaks Charter School. Consistent with that mindset, the school will undergo rigorous self-evaluation every year to highlight areas for improvement.

At the end of each school year, the leadership and Board of the Great Oaks Charter School will engage in a strategic review process to identify areas in which the school is not living up to its vision and to make programmatic, operational or budgetary adjustments that will enable the school to better achieve its mission of preparing our students for college success. Several key sources of data will be collected and analyzed during the strategic review process:

1. Achievement data: State test and interim assessment results will give us a picture of whether our students are on track for college success.
2. Attendance and student retention rates will provide insight into whether students and families are engaged in school and whether the school’s leadership is effective at getting buy-in from all students, even the hard to serve.
3. Student demographic data will show whether the school is meeting its obligations to be truly open to all students and serving a reflective sample of the community in which we operate.
4. Student and family surveys, administered twice per year (in January and June) will indicate whether students and families perceive value from the school program. Surveys will be distributed via the regular Friday parent communication packet and parents will be asked to complete the surveys together with their students and return them the following Monday. Specifically, we will seek to answer the following questions:
 - a. Are families satisfied with the quality of the education their student is receiving?
 - b. Are families satisfied with their teachers? Their tutors?
 - c. Are families satisfied with the amount and quality of communication they have with the school
 - d. Do students feel safe at school? Do they feel like school is a place where all community members respect each other?
5. Staff surveys, administered three times per year (at the end of each Trimester), will indicate whether staff have the resources, support, morale and leadership they need to be successful.
6. Fiscal indicators, such as whether any line items are over-extended or whether any bills are not paid on time, will provide evidence of the operational team’s capacity to manage cash flow throughout the year and the Board’s success at anticipating budgetary priorities.

The data from the above sources will be compiled by the Executive Director for the Board of Trustees and presented at the Board’s annual retreat in the summer. Based on trends that emerge from the strategic review, the Board will make decisions about leadership changes, fiscal needs or new programmatic priorities.

For example, if achievement data indicates that math assessment results are lagging our targets and the math instructional team indicates that it is struggling to keep up with the volume of lesson planning required, the Executive Director may recommend a series of changes that might include a shift in teacher scheduling, hiring a part-time coach or making teacher personnel changes. The Board would then have the opportunity to comment, provide feedback and ultimately adopt the changes.

The Executive Director himself or herself will annually be evaluated during a meeting of the full Board, based on the overall performance of the school. The Board will take into account staff

survey results, parent survey results, fiscal indicators, interviews with staff and families, student achievement data and indicators of school culture. The evaluation process will be led by the Board Chair and presented for a discussion of the full Board

The Executive Director will be responsible for using strategic review data to formally evaluate the administrative team twice annually and will make recommendations to the Board about compensation, promotion and termination at the conclusion of each year. Each administrative staff member will be evaluated on the basis of the responsibilities described in their job description as well as their overall contribution to the development of a viable school institution and a strong culture.

The Director of Curriculum and Instruction will formally evaluate teachers twice per year, on the basis of frequent informal observations as well as more formal extended observations, their response to feedback, classroom management and student achievement data (as measured by growth on interim assessments and state exams, where available). Teachers' evaluation results will be used to create personalized coaching and professional development plans that support their growth. Teachers with severe performance shortfalls at the time of the first performance evaluation will be placed on probation and will develop an improvement plan in conjunction with the Director of Curriculum and Instruction that provides for specific objectives, strategies and deadlines for improvement. The second formal evaluation, occurring at or near the end of the school year, will be used to inform decisions about compensation, assignments and retention for the following year.

Tutors will participate in a similar performance evaluation process twice per year, conducted by the Corps Director. The evaluations will take into account tutorial observations, professionalism, response to feedback and contribution to a strong school culture. Tutors who are found to be struggling will be provided additional support with defined deadlines for improvement.

In order to annually assess whether the families we serve feel that Great Oaks is meeting their expectations, we will annually administer an in-depth phone survey to every parent in the school. To promote honest responses, individuals who the parents will not know will conduct phone surveys. Parents will be asked to rate their satisfaction with the school, their child's teachers and tutor, and the level of communication and to make suggestions or express concerns. Through a phone call parent survey, we will receive higher response rates and more robust responses, ultimately leading to more robust data than a simple paper survey. The data from the parent survey will be presented to the school staff and the Board and will be used in all aspects of the school's continual improvement process.

As the body ultimately responsible for the success of the school's academic program, its organizational viability and its compliance with all applicable laws, the Board will undergo an annual evaluation that assesses its effectiveness at overseeing the school's operation and providing strategic guidance to the Executive Director. The Board will use its retreat each August as an opportunity to review its goals for the previous year, assess successes and weaknesses and produce objectives for the upcoming year.

E. Professional Development

Professional development at Great Oaks Charter will be continuous and will be directly tied to instructional outcomes. Classroom observations and interim assessment data will form the basis of regular evaluations that will indicate areas of strength to leverage and areas in need of improvement. Improving student experiences and outcomes will be the objective of each teacher's professional development plan and will be the metric by which we evaluate the success of professional development.

Instructional expert Doug Lemov suggests that rather than focus on correcting deficiencies, schools should encourage instructors to better develop their inherent strengths. Accordingly, professional development plans at Great Oaks Charter School will vary for each teacher based on his or her career goals, areas of strength and the needs of the whole school, but may include a mix of components developed and delivered by the Director of Curriculum and Instruction such as ongoing coaching, conferences, readings, and collaborative lesson-planning. Whole-school professional development will focus on aspects that require the focus of the entire school community, particularly around the area of school culture and developing consistently applied high expectations.

In leveraging each teacher's strengths and developing his or her areas of weakness our teachers will become stronger individually and our school's culture will grow more cohesive and student outcomes will improve. Professional Development at Great Oaks will happen in three settings: 1. Training prior to the school year 2. Weekly professional development sessions and 3. Individual coaching sessions.

Training prior to the school year

Training prior to each school year will focus on orienting new team members (including Tutor Corps members) to the school's culture, academic program and expectations for employees.

Teachers will have four weeks of full-time training prior to the first day for students, during which they will alternate between participating in whole-group sessions, grade-level/content-area breakout sessions and working independently on lesson-planning and classroom preparation. Content for the pre-session training will be scheduled, planned and delivered by the Executive Director and the Director of Curriculum and Instruction in the first year of the school, with additional support provided by high-performing teachers in later years. Priorities for teacher training each summer will be

- Establishing consistent expectations for how teachers and staff will respond to student behavior issues, engage parents and help build a strong school culture
- Acclimating teachers to the systems in place for tracking and analyzing student data – interim assessments, demerit and parent phone call logs, the online Student Information System software for grade entry
- Aligning teachers around the consistent instructional routines that increase coherence across classrooms
- Communicating annual curricular goals for each grade and subject and allowing teachers the opportunity to plan the first month's lessons with support of the Director of Curriculum and Instruction to ensure consistency
- Providing all staff with an understanding of the needs of English Language Learners, students with disabilities and students who are at-risk of academic failure, including legal requirements and best practices in supporting special populations in the general education classroom

The Tutor Corps will have two weeks of full-time training prior to the first day of students, during which they will work together as a Corps to rapidly develop the competencies they need to be effective as full-time tutors. Content for Corps training will be scheduled, planned and delivered by the Executive Director, and the Corps Director, supported by the Director of Curriculum and Instruction and, in later years, with support from high-performing teachers. Priorities for Corps training will be:

- Building cohesion among the Corps and fully incorporating new members into the school's mission and model, including providing Corps members with important context about charter schools, education reform and Lower Manhattan's history and demographics.

- Using practical sessions that are heavily based in role-play to develop tutorial skills and to align Corps members with Great Oaks’ expectations for how a successful tutorial session should proceed.
- Working in conjunction with teachers and other staff to develop a common understanding of how to build school culture, engage with students and their families and respond to behavioral issues.
- Providing tutors with a basic proficiency in understanding content standards, annual learning objectives and interpreting assessment results to better understand students’ needs
- Providing a base of knowledge in the needs of students with disabilities, English Language Learners and students who are academically at-risk with a particular focus on how to best support special populations in a supervised tutorial setting

Weekly professional development sessions

Students will be dismissed at 1pm each Friday in order for the entire school staff to participate in 4-hour professional development opportunities. Preserving four hours per week for staff to meet together and work in-depth without students in the building is key to fostering in-depth collaboration, encouraging cross-disciplinary lesson planning and maintaining high standards for school culture all year long.

The composition of those sessions will vary from week to week, but in general they will follow a similar schedule:

- 1:15 -2:30 – Whole school team meeting: (Either split between middle and high school grades or all together); Discussion of school-wide priorities, data and emergent challenges; “Shout outs” - Public praise for exceptional performance
- 2:30 – 3:30 – Small-group meetings (As tutors/teachers/leadership, as subject-area teams, or as grade-level teams); Continued smaller group discussion of school-wide priorities and data reviews at the subject/grade-level
- 3:30 – 5pm – Teacher-team collaborative planning for the coming week: Opportunities to ensure a high level of coherence across classrooms and discuss individual students and thread topics/themes across disciplines

Content for the Friday PD sessions will be selected and delivered by the Executive Director, the Director of Curriculum and Instruction and the Corps Director. Content will be a mix of a pre-planned calendar of topics and topics that are responsive to emergent needs in the school. For example, November and December are often when the momentum of a new school year slows and school culture and the staff mentality of “100% Participation” begins to weaken. For that reason, a Friday session in November will be dedicated to revisiting “100%.” Similarly, if a routine needs to be amended (hallway procedures or how bathroom passes are managed), the Friday session can be allocated to address that type of emergent issue.

Friday sessions will also be key to building a culture of data. The staff as a whole will review data from interim assessments to identify school wide strengths and weaknesses and individual subject-area and grade-level teams will meet to strategize on addressing the priorities that the data reveals and share resources and best practices.

Individual coaching sessions

Providing individual support and attention is vital to the advancement and growth of teachers and tutors within our school. High-quality feedback is a highly efficient way for novices (like our tutors) to develop competency and for already competent professionals (experienced teachers) to become experts in their craft.

To support individuals' development, teachers and tutors will be frequently observed (at least twice monthly) and provided informal feedback. Extended observations leading to formal performance evaluations and coaching meetings will occur twice per year.

Priorities in teacher and tutor observations and coaching will be student engagement, instructional rigor and classroom/tutorial group management. Observation rubrics and coaching protocols will be oriented around driving improvement in those priority areas.

For example, if an English teacher struggles with managing classroom discussions about readings, he or she may receive coaching from the Director of Curriculum and Instruction that includes help brainstorming appropriate questions and guidance on how to frame questions that induce productive conversations. A tutor who is having trouble managing holding two students' attention simultaneously might watch the Corps Director model appropriate techniques and make an action plan for how to plan tutorial sessions that don't let either student's attention wander.

This level of specific attention to Great Oaks' instructional team's needs is vital to creating and maintaining excellent teaching and tutoring and is ultimately what will drive student achievement at Great Oaks.

In summary, by providing teachers and tutors practical, relevant training prior to the school year, weekly professional development that is responsive to the needs of the school and a high-level of personalized coaching, Great Oaks will increase the effectiveness of the school as a whole and support the development of individual members of our community towards their own goals. Great Oaks will be a school where teachers are supported and given opportunities to develop, ultimately making them more likely to stay at the school.

Career Development for Tutor Corps Members

The Great Oaks Tutor Corps is a selective fellowship for recent college graduates. Beyond the benefits of providing every Great Oaks student with several hours of tutoring per day, the Tutor Corps serves an important purpose as a pipeline of talented young people into urban education. All members of the Tutor Corps receive extensive coaching and professional development to make them as effective as possible at their tutoring responsibilities but also to prepare them for the next step in their career - whether that is furthering their education, working in a public school or pursuing other opportunities.

For those members of the Tutor Corps who wish to become classroom teachers, the Great Oaks Foundation has partnered with the Steinhardt School at NYU to create an innovative pathway that blends the inherent benefits of working full-time as a tutor for a full year with the benefits that a large graduate school of education can offer. Covering a two-year course of study (the Tutor Corps year and the Corps member's first year as a classroom teacher), participants in this program receive hundreds of hours of coaching, participate in extensive practical coursework and attend content courses at NYU, leading first to initial certification as a teacher and then a Masters of Education.

This program, the Great Oaks-NYU Teacher Residency, launched in the summer of 2012 at the Great Oaks Charter School in Newark. The scheduling of the Teacher Residency activities occurs entirely outside of the Great Oaks schedule (after PD on Fridays and on Saturdays) and Residency costs are borne by outside philanthropy and scholarships from NYU. There is no programmatic or fiscal impact on the Great Oaks Charter Schools, other than the benefit of better-trained tutors and the exchange of ideas through partnership with NYU, the oldest university-based teacher preparation program in the United States.

Evaluation and Review

In order to determine whether the professional development experiences are valuable and are supporting Great Oaks' staff's ongoing development, we will use a blend of measures. First, for

each summer training session and Friday PD meeting, team members each will fill out a short survey that ranks, on a 1-10 scale, how satisfied they were with the topic of the PD session, how relevant the topic was to their needs, how engaging the moderator/presenter of the session was and how much they will be able to apply the content of the session to their own daily work.

The results of the staff survey will be used to determine whether a presenter was sufficiently prepared/engaging, whether the topic was appropriate for the group and whether a topic should be covered more or less in future sessions.

Additionally, the effectiveness of the professional development program (particularly coaching) will be evident in the improvements observed in teacher/tutor observations and recorded in their performance evaluations. Recalling the previous example – if the English teacher who was struggling to create productive classroom discussions does not respond to the coaching provided, as noted in a later observation, it may be a sign that the methods used were not effective for him/her and that another path – peer observations at another high-performing charter school, for example – might be more appropriate for him/her.

In sum, monitoring the results of professional development through both what our staff says about it and how they ultimately use it to improve their practice will inform the school's leadership about how to best plan and implement future PD and coaching.

F. Facilities

On April 19, 2012, GO's lead applicant Michael Duffy, presented the following testimony to the Education Committee of the City Council:

“Great Oaks wants to be a part of the solution to downtown school overcrowding by creating new public school seats. **We will not seek, nor would we accept space to co-locate in a New York City public school building.** It is an article of faith for our planning team that we would not exacerbate the situation of already overcrowded downtown schools by co-locating with a district school in a public school building – our goal is to add new seats to the mix of options available to the students and families in Community School District 2, who by law, would have priority in our school's admissions lottery.”

Great Oaks Charter School is committed to being a partner with the downtown community in creating solutions to the school-overcrowding crisis in Lower Manhattan schools. For that reason, we will not co-locate or occupy public school space. From its first day of operation, GO will occupy a private facility in Lower Manhattan, Community School District 2, and will create new public school seats. We have planned for a two-stage facilities plan: two years in an incubation space, after which we plan to move into a completely renovated building that will serve as GO's long-term home.

Short-term space solution: During the first 2 years of operation, GO will be relatively small and its program needs would be met in a modest-sized temporary space in the Battery Park, TriBeCa, Financial District or Chinatown neighborhoods of Lower Manhattan in CSD 2. Working with the architects at the firm Gran Kriegel, we have created an assessment of GO's program needs during that time and have calculated a corresponding budget that assumes \$27 per square foot in rental costs, based on a survey of Lower Manhattan commercial listings, and a gross occupancy of between 75 and 85 square feet per student.

Item	Year 1 (FY14)	Year 2 (FY15)
Students	99	198
Class Sections	3	6
Average Class Size	33	33
Tutor Corps Size	20	40
Average classroom size	1,500	1,500
# of Classrooms required	4	8
Classroom Space	6,000	12,000
Administrative Space Required	2,000	3,000
Total Square Feet	8,000	15,000
Gross Square Ft. / Student	81	76
Rent Expectation (\$/Sq. Ft./Year)	\$27.00	\$27.00
Budget	\$216,000	\$405,000
Rent Per Pupil	\$2,182	\$2,045

Once the charter application is approved by the Board of Regents, Great Oaks would immediately begin negotiations to (1) sign a lease for incubation space, (2) determine what renovations might be necessary, if any, to modify the space for school use, (3) and then obtain the requisite permits relating to health & safety to secure the site for occupancy by July 1, 2013. Here the school will be well served by the experience of Michael Duffy and Ben Carson. During their tenure at the Charter School Office of the New York City Department of Education, Duffy & Carson worked with dozens of fledgling charter schools on identifying, leasing, renovating and permitting start-up school space in New York City. As a result they have developed a network of contacts that include commercial real estate brokers specializing in assisting charter schools (Maureen Coughlin, Fillmore Commercial), the Roman Catholic Archdiocese of New York (David Brown, Director of Real Estate), developers (Jed Walentas, Two Trees) as well as a raft of public agencies that own buildings (New York City Housing Authority/NYCHA, Economic Development Corporation/EDC) or land (Department of Housing, Preservation and Development/HPD) or manage leases (Department of Citywide Administrative Services/DCAS).

Long-term space solution: In year 3 of its initial charter term, GO intends to move into its own space in Lower Manhattan, in Community School District 2. Our vision is to acquire a long-term lease and renovate a historic building on Governors Island in New York Harbor. Many of the buildings on the Northern half of the Island, which are currently unoccupied, date to the 1920's and 30's and were designed by the celebrated architectural firm of McKim, Mead & White. The planning team and the Great Oaks Foundation have contributed significant time and resources to ensuring that the Great Oaks Charter School, once authorized, is able to take the necessary steps to secure, develop and move into a permanent space.

To assist with this project, GO retained the construction consulting firm DBI; their detailed estimate of a construction project of this scope resulted in a \$40m project budget, which includes soft costs, a project contingency and an allowance for furniture, fixtures & equipment. According to the New York City School Construction Authority, the budget for the renovation of a similar sized building now occupied by the Harbor School on Governors Island completed in the summer of 2010 was \$37m.

The project budget will be underwritten by a combination of three sources of funds:

- Historic Preservation Tax Credits, which are available for the rehabilitation and preservation of historic structures; based on advice provided by DBI, GO projects that 25% of total project cost (\$10m) will come from this source.

- Philanthropic Funds, raised by the GO Foundation through a Capital Campaign (\$15m) targeting corporations, high net-worth individuals and foundations. The GO Foundation has already begun approaching prospective donors with its plans for this building project.
- Tax Exempt Bonds, issued through the 'BuildNYC' program of the NYC Economic Development Corporation (EDC); no more than 37.5% (\$15m) would come from this source. The BuildNYC program was created to provide access to inexpensive capital through the bond market for non-profit organizations like Great Oaks. Members of the GO planning team met with EDC officials in June about this project.

Over a 30-year term, we have calculated that the annual cost to the school to service \$15m in debt would be approximately **\$920,000**. In the budget that we have established as part of this application we have included this expense. At the school's full enrollment of approximately 550 students, that amount of debt service will account for less than \$1,672 per pupil, or 12.4% of baseline general education revenue, assuming the 2011-12 per-pupil rate. Further, as New York state school spending – and the charter school per-pupil aid amount – rises over the term of the bond, the share of Great Oaks' budget devoted to facilities will decline.

The work to secure and renovate the school's permanent home is being conducted by the Great Oaks Foundation and the school's founding Board of Trustees. The lead applicant for the charter, Michael Duffy, has previously guided the efforts to identify, finance and renovate two different charter school building projects, for both Match and City on a Hill, and will draw on his experience to do the same for Great Oaks. Both of those projects were completed on time and on budget. Financing and construction of GO's building project will proceed during the school's first and second years of the school's operation. Great Oaks intends to move into a building that can serve as its long-term home, either on Governors Island or elsewhere, no later than the summer of 2015.

In Newark, where the first Great Oaks Charter School opened, the Great Oaks Foundation successfully negotiated a 20-year lease to occupy space in an innovative project known as Teacher Village. From the May 29, 2012 issue of Fast Company magazine: "Over the next year, eight new buildings--five of them designed by the renowned architect Richard Meier--will start to rise on three square blocks of the city, at a cost of about \$150 million. The development, called Teachers Village, will include affordable housing for teachers, three charter schools in which some of them will teach, a day care center, and retail that will feed off of this badly needed influx of permanent residents and all those families who will have to now travel in and out of the neighborhood every day." Rent costs for the 20-year lease term are sustained by the school's operating revenue without outside fundraising.

As part of replicating the Match model of integrated tutoring, Great Oaks will also provide our tutors with housing for the duration of their service. The tutors will be housed in private apartments, four Corps members per two-bedroom apartment. The easy and rapid accessibility of Lower Manhattan by mass transit means that we will have the opportunity to house the Corps almost anywhere in the city. We have budgeted \$5,000 per tutor per year in facilities costs for their housing as shown below; the full budget is available in Attachment 9.

Year	FY14	FY15	FY16	FY17	FY18
Tutor Corps Members	20	40	58	74	88
Annual Rent Per Corps Member (5% annual inflator)	\$5,000	\$5,250	\$5,513	\$5,788	\$6,078
Tutor Corps Housing Budget	\$100,000	\$210,000	\$319,725	\$428,321	\$534,823

G. Insurance

Based on similar charter schools’ insurance coverage, Great Oaks Charter School anticipates the following coverage:

Coverage	Limits	Includes
Commercial General Liability	\$1,000,000 per occurrence, \$2,000,000 in the aggregate	Business Personal Property, Bodily Injury, Sexual Misconduct,
Educator Legal Liability	\$1,000,000 per occurrence and \$1,000,000 in the aggregate	Directors and Officers liability and Employment Practices liability
Student Accident Liability	\$25,000 and catastrophic up to \$5,000,000	
Excess Liability Umbrella	\$20,000,000	Sits on top of Employer’s Liability, General Liability, Automobile, Sexual Misconduct, Educators Legal
Commercial Crime	\$1,000,000 per occurrence	Employee Dishonesty, Theft, Computer Fraud
Worker’s compensation	Statutory	

The name insured will be Great Oaks Charter School. The school’s landlord and any sub landlord, as well as the Great Oaks Foundation will be named as additional insured. Other parties, such as contractors or vendors, may be named as additional insured as needed.

Great Oaks will arrange with an insurance broker, such as EBNY or the Ten Eyck group, during the pre-operational year to obtain multiple quotes for the above coverage and select the most reasonable. Prior to its first Board meeting, Great Oaks will obtain Directors and Officers coverage for our Board of Trustees.

H. Health, Food and Transportation Services

Health Services

Great Oaks will comply with all health service requirements applicable to other public schools, including immunization requirements (in accordance with state regulations) and screenings. Great Oaks will provide on-site health care services similar to other public schools. Great Oaks will contract with an outside nursing service to supervise the administration of medication, treat students who are ill or injured, maintain student health records and train faculty in first aid and AED use. The nurse will be responsible for the record keeping and correspondence related to these duties. The E.D. will oversee the nursing provider.

Food Service

Great Oaks Charter School anticipates contracting with the New York City Department of Education’s Office of School Food to provide daily breakfast and lunch to our students. The school will purchase the equipment required to keep prepared foods warm and milk cold. All meals served will be in accordance with USDA nutritional requirements for a healthy school lunch. Great Oaks will participate in the National School Lunch Program in order to provide free or reduced-price breakfasts and lunches to our students who qualify based on family income. Students will be permitted to bring lunch from home, though Great Oaks will not permit students to drink sugary or caffeinated sodas at lunchtime.

Transportation

Great Oaks Charter School students will receive transportation services for which they are eligible under Education Law § 3635. The school’s leadership will work with the New York City Department of Education to obtain the same transportation arrangements for its children that the

district provides to all other children of nonpublic school students. If a student is not eligible for such transportation, due to proximity from the school site, the parent will be responsible for providing transportation. The parents will notify the district of request for transportation prior to the April 1st deadline.

In New York City, public school students' eligibility for yellow-bus transportation is determined by proximity from the school site. Currently, eligibility for middle school students is prescribed by the NYCDOE according to the table below:

Grade Level	Less than ½ Mile from School	½ to 1 Mile from School	1 mile to 1.5 Miles from School	1.5 Miles or Greater from School
6 th grade	Transportation Not Provided	Half-Fare Metrocard	Full-Fare Metrocard or Yellow-Bus	Full-Fare Metrocard or Yellow-Bus
7 th & 8 th grade	Half-Fare Metrocard			

The New York City Department of Education is not obligated to provide yellow-bus service in the event that a school is very small or that a student does not reside in an area that can justify a bus route. In such cases, students will receive a free Metrocard good for a round-trip to and from school each day. Students who live closer to school, as in the above table, may receive a half-fare Metrocard to support low-income families in attending schools outside of their immediate neighborhoods.

Great Oaks Charter School will coordinate with the NYCDOE Office of Pupil Transportation to request the maximum 180 days of transportation services for our students. OPT, an office of the NYCDOE, has some days when the DOE is closed and no bus service is available and other days when DOE is closed but alternate day bus service is available (for example, for some schools that choose to close or open on certain religious holidays). Variations in Great Oaks' calendar (that differ from the DOE calendar) are accommodated through this alternate day bus service option.

During Great Oaks' community outreach efforts while designing this application, some parents expressed concern about the school's envisioned location on Governors Island, particularly with respect to transportation to and from the island. If our vision of locating on Governors Island becomes reality, the Board and school leadership will be responsive to parent concerns during the transition to the island and on an ongoing basis to ensure that no family is discouraged from applying to the school or from persisting as a Great Oaks student because of perceived challenges in reaching the school. There is currently a public school on the island – the New York Harbor School – that utilizes ferries to travel to and from the island. Great Oaks will work with the Trust for Governors Island to establish systems for students and staff to travel to the island each day, including staggered arrival/departure times with Harbor School students, chaperoned student arrival/departure to and from the ferry terminal building and any other supports necessary to ensure the safe and orderly transit of students and staff to and from school each day.

I. Family and Community Involvement

Great Oaks Charter School is heavily influenced in its parent engagement practices by the Match School, a high-performing charter school in Boston. At the Match school, parents consistently rank their satisfaction with the school as 9 out of 10 or greater in the areas of parent communication, educational program and responsiveness to student needs. We will emulate the success Match has had with parent satisfaction by combining very high expectations for students

with supportive relationships. Parents will understand that they are a key player on the team working toward their child's success.

To paraphrase Charlie Sposato, the late Principal of the Match School – *“Families won’t care what you know until they know you care.”* We will ensure parents know we care by creating opportunities for parents to contribute substantially to the direction of the school. The school will ensure that parents are aware of all board meetings and parents will be encouraged to attend, make suggestions and ask questions of board members and school leadership.

In order to encourage a two-way flow of information between the school and its families, a parent advisory committee will be formed early in the first year, via a sign-up process advertised at parent orientation. Comprised of volunteer parents, the committee will be responsible for creating dialogue among school staff, trustees and families so that parent concerns are resolved before they become more serious problems.

Once the school is operational, parents will be highly engaged in the academic progress of their students. Weekly status reports, phone calls home, access to an online Student Information System (and training in its use), parent-teacher conferences two times per trimester and community events like parent potlucks and welcome-back cookouts will develop the home-school relationship, engage parents as partners and better position our students for college success.

Great Oaks Charter School will ensure that parents are kept informed of their student's academic and behavioral progress. On a weekly basis, parents will receive a student's Check for the week (further described in the following section) that will indicate attendance, academic performance and any demerits received during the week. In addition, via tutors and teachers making regular phone calls, parents will receive a proactive phone call from a team member at the school at least twice a month. Finally, parents will have access to Great Oaks' Student Information System (likely PowerSchool) to monitor students' grades, homework completion and other data in real-time.

Great Oaks will adopt a “no surprises” approach to parent engagement in order to make the inevitably difficult discussions around the decision to require a student to repeat a grade or to less of a shock and more productive for the student. For students who are having academic or behavioral problems at school, teachers will call home to inform parents and engage them in problem solving. Additionally, parents will receive a detailed report card twice each trimester with specific data about their student's progress and recommendations for how they can help their student.

The founders will spend the interim period between submission of the application and the beginning of school operations developing parent support in Community School District 2 by continuing to reach out to community groups, education reform organizations and city officials.

J. Financial Management

The Founding Board of Great Oaks Charter School is committed to providing high-integrity stewardship of the public funds with which it is entrusted by the Board of Regents as a public charter school.

At the conclusion of each fiscal year, Great Oaks will undergo a fiscal audit by a Certified Public Accountant with experience conducting charter school audits. The Board will select the auditor by soliciting bids and make its decision on the basis of experience, references and cost. The results of the fiscal audit will be submitted to the Board of Regents and made available through the school's website. The scope of audits will include verifying the school's year-end fiscal condition, checking the rigor of the school's internal controls and identifying areas where the school may be exposed to concerns of impropriety.

In order to ensure that the school is managing its resources in a way that is consistent with the law and Generally Accepted Accounting Practices, Great Oaks will retain the services of a

Certified Public Accountant or accounting firm to provide bookkeeping services one day per week. The accountant will train the Directors of Operations in how to log invoices and transactions and will input all financial activity into Quickbooks accounting software each week.

The Executive Director, working with the part-time accountant, will be responsible for developing fiscal controls policies, training the relevant staff in the school's fiscal policies and evaluating and revising those policies annually, on the basis of staff and auditor feedback. The Board will annually adopt a fiscal controls manual as a part of the staff handbook.

K. Budget and Cash Flow

When designing our annual budgets, Great Oaks prioritizes our mission of preparing our students to succeed in college through a program of high expectations, caring relationships and individual attention. We will make fiscal decisions that protect our ability to replicate the successful methods of the Match School and other high-performing charter schools without creating a fiscal structure that depends upon ongoing philanthropy to successfully implement its program.

For our proposal budgets, we have opted to make conservative revenue assumptions and realistically projected necessary expenses to ensure that our budget is robust enough to handle unexpected changes in revenue or emergent needs for new spending.

During the initial charter term, we have assumed no increase in the per-pupil revenue amount and have assumed no philanthropy or grants whatsoever, beyond the Charter Schools Program startup grant.

For the pre-opening period and initial charter term, we have assumed the baseline federal Charter Schools Program grant of \$500,000 distributed between the pre-opening year and the first two years of school operation. Because of Great Oaks' at-risk enrollment preference and special recruitment effort to enroll English Language Learners, we fully expect to meet one or more of the enrollment targets for students with disabilities, English language learners and students eligible for free or reduced-price lunch in our first year of operation, thereby qualifying for an additional \$125,000. In order to create a conservative revenue estimate for the purposes of this charter application, however, we have not presumed that any CSP funding over the baseline of \$500,000. If awarded additional CSP funds for serving at-risk groups, the additional funding would be devoted to enhancing the services we provide to those at-risk groups.

For expenditures, our first priority is to allocate sufficient resources to replicate the pillars of the Match model at Great Oaks – an integrated Tutor Corps, top-notch school leadership and a core group of high-quality teachers. Our enrollment at launch is relatively small, and so the first year budget is focused on only those expenses that are necessary to launch a high-quality academic and operational environment. Once the school is operational and reaches an enrollment that can support greater school-wide fixed costs, we have budgeted for a proportional increase in spending on technology, additional staff, and student enrichment activities.

Revenues and expenditures dedicated to students with disabilities are projected based on an assumption that 8% of Great Oaks students will have an IEP that mandates special education services for more than 20% of the school day, thereby generating additional revenue. If there are more students who require that level of support, the school will use the additional revenue generated to offset the additional costs.

The school has committed to placing, at a minimum, the required amount of \$75,000 in reserve in the first charter term for dissolution. We have projected a surplus at the conclusion of the school's third year to support costs associated with launching the high school in the fourth year.

L. Pre-Opening Plan

Task	Start Date	Completion Date	Responsible Party
Execute Executive Director Search Plan	1/15/13	3/1/13	Board of Trustees
Select and approve incubation facility	1/15/13	3/16/13	Board of Trustees
Hold first board meeting and ratify bylaws	1/15/13	1/15/13	Board of Trustees
Write the Student Application for Admission and submit for review to Board of Regents	1/15/13	2/15/13	Board of Trustees
Create student recruitment plan and materials, contract with Vanguard for direct mailing services	2/1/13	4/1/13	Executive Director
Execute Director of Curriculum and Instruction Search Plan	2/1/13	4/31/13	E.D./Board of Directors
Distribute the code of ethics from the Charter Application to school trustees, officers and employees	2/1/13	3/2/13	E.D.
Develop the school's fiscal policies	2/14/13	3/16/13	E.D.
Recruit students from across CSD 2	2/15/13	4/16/13	E.D./D.C.I.
Obtain federal tax exempt status	3/2/13	5/1/13	E.D.
Establish a payroll system	3/2/13	5/1/13	E.D.
Distribute job descriptions and solicit resumes for teachers, leadership, support staff	3/15/13	5/15/13	Executive Director/Director of Curriculum and Instruction
Draft and approve Employee Handbook	3/15/13	5/15/13	E.D./D.C.I./Board of Trustees
Conduct phone and in-person interviews	3/15/13	5/15/13	E.D./D.C.I.
Secure an independent accountant to review Initial Statement within 45 days of hiring an employee or disbursing \$50k	3/16/13	4/30/13	E.D.
Finalize lease negotiations and execute building lease	3/17/13	6/2/13	Board of Trustees
Write, print and distribute the student handbook, including disciplinary policies, school calendar and schedule, uniform policies and other key information	4/16/13	7/2/13	E.D./D.C.I.
Establish a billing system for school districts	4/16/13	6/2/13	Operations Director
Salary negotiations and offer letters finalized	4/17/13	6/1/13	E.D./D.C.I.
Conduct the lottery	4/17/13	4/17/13	E.D./D.C.I.
Notify parents and guardians of the results of the lottery	4/18/13	4/28/13	E.D./D.C.I.
Report and correct any deficiencies with regard to financial controls within 45 days of receipt of Independent Accountant's Report	4/30/13	6/14/13	E.D.
Obtain a Certificate of Occupancy and any other required permits, and submit them to the Board of Regents	5/1/13	7/1/13	E.D.
Obtain Certificates of Insurance	5/1/13	7/1/13	E.D.
Secure all students IEPs and academic records	5/15/13	8/1/13	D.C.I. /Special Education Coordinator
Contract with Related Service Providers	5/15/13	6/1/13	D.C.I. /Special Education Coordinator
Request student records from students' former districts	5/15/13	7/1/13	E.D./D.C.I.
Prepare school calendar and distribute to families	6/1/13	7/1/13	D.C.I.
Purchase classroom furniture, instructional supplies, textbooks, technology	6/15/13	8/1/13	E.D./D.C.I.
Recruit and hire school nurse	6/15/13	8/1/13	E.D.
All fingerprints and background checks for staff completed	7/1/13	12/30/00	E.D.
Prepare class schedules and distribute to teachers	7/1/13	8/1/13	D.C.I.
Finalize school food contracts	7/1/13	8/1/13	E.D.
Finalize transportation arrangements with NYC DOE Office of Pupil Transportation and arrange for any supplemental transportation vendors	7/1/13	8/1/13	Director of Operations

Task	Start Date	Completion Date	Responsible Party
Revise and enhance the school's FOIL policy to make it a working policy, including drafting of FOIL regulations, required lists and notice, and post notice	7/1/13	7/15/13	E.D.
Create life safety procedures and train teachers accordingly	7/1/13	8/15/13	Director of Operations
Create a draft SAVE plan and submit it to NYSED	7/1/13	8/15/13	Director of Operations
Write a plan and procedures to control access to the building	7/1/13	8/15/13	E.D.
Hire necessary security personnel, if needed	7/1/13	8/15/13	E.D.
Verify immunization status of all incoming students	7/15/13	8/15/13	Director of Operations
Set up separate locked storage for students' academic and health records	7/15/13	8/1/13	E.D.
Write the school's FERPA policy and give annual notice to families regarding the school's FERPA policy	7/15/13	8/1/13	E.D.
Create building signage for exits, traffic flow	7/15/13	8/15/13	Director of Operations
Student Registration Events	7/29/13	8/23/13	E.D./Director of Operations
Purchase defibrillators and train staff	8/1/13	9/1/13	E.D.
Set up student files with proper FERPA protections and procedures	8/1/13	9/1/13	Director of Operations
Purchase required food/beverage storage equipment, in accordance with school food vendor requirements	8/1/13	8/1/13	Director of Operations
Set up a process for the distribution and collection of forms for free and reduced priced lunch, and for collection of lunch funds, including internal controls	8/1/13	8/1/13	Director of Operations
Develop a medications administration plan	8/1/13	8/15/13	E.D.
Teacher Orientation and Curriculum Development	8/5/13	8/23/13	E.D./D.C.I.
Tutor Training	8/12/13	8/23/13	Tutor Corps Director
Develop health services plan	8/1/13	8/15/13	E.D.

M. Dissolution Plan

In accordance with Section 2851(2)(t) of the charter law, the school will maintain no less than \$75,000 in an escrow account to defray the costs of a potential dissolution. The balance of the escrow account will be no less than \$25,000 by April 1 of Year 1 of the school's operation. By April 1 of Year 3, the balance will be no less than \$75,000. In the event that Great Oaks Charter School is forced to cease operations, it will take the following steps to mitigate hardship on our families or our staff.

1. Meet with Families and Staff: As soon as possible after the authorizer provides a final notification to the school that it will be closed, the school's board of trustees and leadership will establish an *ad hoc* School Board Committee for wind-up / restructuring and plan public meetings with families and community members. The school will notify parents and guardians of the meetings in writing, via a letter sent home with students, and by telephone to convey that the decision to close the school is final, the last day of instruction, cancellation of any summer school, enrollment in local district schools is mandatory, final report cards, and will explain to parents and guardians what the educational options are for their children for the summer and for the following school year. The school will also explain to parents and guardians how their children's records will be transferred to their new school. The school will invite representatives from the New York City Department of Education and representatives from nearby schools of choice to attend the meetings and answer questions from parents. At the same time, the Executive Director will hold separate meetings with school staff and any unions to notify them of the dissolution and the

timetable for closing operations. The school director will distribute talking points to staff and a “frequently asked questions” document. The content of this document will be similar to materials the school will distribute at the public meeting, and will include information on what staff, parents, and students can expect in the coming weeks and months.

2. Transfer of Records: In the event that the school is closed, the board will comply with all procedures set forth in Section 2851(2)(t) of the New York State Charter Schools Act. The board and school leadership will maintain communications with the Board of Regents and continue to use the school facility or relocate to a location with telephone and voicemail service and maintain custody of business records until the wind-up is complete. Accordingly, arrangements will be made for the hand-delivery of student records (including IEPs, health records, and attendance records) to the NYC DOE.
3. Disposition of Assets: After an inventory of the school's assets is conducted, disposition of such assets will be made, preferably to another charter school in CSD 2. If that is impossible, assets will be surrendered to the NYC DOE. Disposition of the school's assets shall be made at fair market value, and proceeds shall be used to retire any outstanding debts. The Executive Director will notify in writing all vendors, funding sources and charitable partners that the school is in the process closing and the closure date, inform them when vendor property should be retrieved from the school, and cancel any services. The school will maintain insurance on all assets, seek a final audit, submit its annual report, closeout state and federal grants, and file any necessary Internal Revenue Service documents.



Student Recruitment and Admissions Policies

Student Recruitment

Great Oaks Charter School will be open to all students on a space available basis, with a preference given to residents of Community School District 2. We will enroll a new class of 6th graders each year and will waitlist for other grades as needed. If the number of applications exceeds the number of available seats, a random lottery will be held.

We will recruit students from across the district in order to enroll a broad cross-section of CSD 2's school-age population. We will focus our recruiting activities by visiting after-school programs, working through local Community-Based Organizations and distributing materials at shopping outlets, community centers and other places where parents gather. We will also hold optional information session(s) or open house(s) for interested parents. Our recruiting efforts will clearly communicate that students of all needs, backgrounds and abilities are equally eligible to attend our school.

Recruitment and Application Timelines

The school will begin collecting applications for new students in the Fall of the preceding school year. The deadline for new student applications each year will be no earlier than April 1st and no later than April 15th. On the first Saturday after the application deadline, Great Oaks will hold a public lottery, at the school site or another public venue in the district of suitable size, to select students for the coming year.

Student Applications

All students who submit a complete application during the recruitment and application period will be eligible to attend Great Oaks Charter School. Applications will be clearly written and will be available in multiple languages. Applications may be submitted online, by mail or dropped off in-person at our school. We will not impose any additional requirements for eligibility, such as mandatory information sessions.

Lottery

If more applications are submitted for a grade than there are available seats, a random lottery will be conducted. The random lottery will be overseen by an objective third party, conducted in public and will follow the guidance for lotteries issued by the federal government under the Charter Schools Program. Specifically, each complete district-resident application received during the application period will be given an applicant number. We will then use a computer program to organize the applicant numbers and draw them in a random order and will enroll each applicant drawn until all vacant seats are filled.

For each new 6th grade cohort, as well as for backfilling vacancies in the 7th grade, the order of preference for enrolling new students each year will be as follows:

1. Siblings of enrolled students

Great Oaks Charter School - Attachment 1

2. English Language Learners who reside in Community School District 2
3. Students who reside in Community School District 2
4. All applicants who reside outside of Community School District 2

GO's lottery will fill vacant seats in the upcoming school year through a dual lottery mechanism for applying an at-risk preference. All families that indicate on their application that their Home Language is other than English or that the applicant previously received ELL services at his/her previous school, will be given the ELL preference. 25% of seats to be filled through the lottery will be filled by randomly selecting from only those students who are eligible for the ELL preference. Unselected applicants will be placed in the general lottery and will have an equal chance of selection for the remaining seats. For example, if 40 ELLs apply to GO, 25 will randomly be selected to fill the set-aside seats. The remaining 15 applications will be placed in the general lottery pool and all applications will be drawn in random order to fill remaining seats and then to create the order of the waitlist, as necessary.

Waitlist Process

In the event that there are more applicants than available seats during any recruitment and application period, those applicants not selected in the random lottery process will be placed on a waiting list in the order that their applicant number is drawn. The waiting list will be in effect for one year only.

All applicant families will be aware at the time of application and notified in writing after the lottery that the waiting list will only be in place for the upcoming school year and that they will have to resubmit an application in the next year's enrollment period if they wish to be considered for the following school year.

If a student withdraws from Great Oaks Charter School midyear, we will call the first name on the in-district waiting list up to 3 times at each contact number given on the application to inquire if the family still wishes to enroll at Great Oaks Charter School. If the family is not interested or we are unable to contact them after a good-faith effort, we will move onto the next name on the waiting list and proceed in the same fashion until we are able to fill the vacant seats.

Sibling Priority

Great Oaks Charter School will give preference in enrollment for siblings of current students. We will define siblings as children with at least one shared parent or guardian.

The enrollment preference will be implemented by placing all sibling applicants in a separate pool and drawing as many sibling applicants as there are available seats. Afterwards, the remaining seats will be available for non-sibling applicants.

Families submitting applications for more than one child will also receive preference in the lottery. If an applicant drawn in the lottery has a sibling who is also an applicant in that lottery, that sibling will receive the place on the list directly below that of the applicant whose name was drawn. If a sibling applicant is not in the same grade, that applicant will receive priority in the grade he/she applied for. Siblings are defined in the same way as above.

Non-Resident Enrollment

Great Oaks Charter School - Attachment 1

We will create a separate pool of applicants for non-CSD 2 resident applications. If there are fewer district-resident applications than available seats, we will enroll all district-resident applicants. If there are fewer remaining seats than non-resident applicants, we will then conduct a random lottery among the non-resident applicants for the remaining seats. The non-resident applicants not selected in the lottery will be placed on a waiting list in the order their applicant numbers were drawn. The non-resident waiting list will have an effective duration of one school year. Parents of non-resident waitlisted students will be notified of their status by mail after the lottery.

Attachment 2: Samples of Evidence of Community Outreach

Great Oaks Charter School - Community Engagement Tracker

Category	Organization	Contact	Background	Email	Phone Number	Date of Contact
Education Organization	New Leaders for New Schools	Marc Etienne	Seeking help in identifying a school leader; reached out with job description for GO's ED	metienne@newleaders.org		5/1/2012
Education Organization	NYC Dept of Education, Office of English Language Learners	Pat Lo	Met with to obtain advice about the needs of English Language Learners	plo@schools.nyc.gov AInfant@schools.nyc.gov	212-374-6072; 212 998-5198	5/14/2012
Education Organization	The After School Corporation	Lucy Friedman, President	Reached out to inform about proposal, including ideas for extended school day	LFriedman@tascorp.org	646 943-8701	5/22/2012
Education Organization	NY CAN	Christina Grant, Executive Director	Obtained guidance about charter policy context, particularly in Albany	Christina.Grant@NYCAN.org	516 749-9462	5/24/2012
Education Organization	The Aspen Institute	Nancy Pelz-Paget, Director of Education Programs	Reached out to inform about proposal	nancyp@aspeninstitute.org	917 885-0149	5/21/2012
Education Organization	Democrats for Education Reform	Joe Williams	Reached out to inform about proposal	JoeWilliams2@gmail.com	646 354-9625	6/18/2012
Education Organization	NYC Charter Center	Niomi Plotkin, James Merriman	Sought advice on charter application	nplotkin@nyccharters.org, jmerriman@nyccharters.org	212 437-8300	6/29/2012
Public Official	Mayor Bloomberg	Andrea Shapiro Davis	Sought advice on who to reach out to, especially those who might make good members of planning team			4/6/2012
Public Official	Board of Regents	Regent Charles Bendit	Met with Regent Bendit, who represents District 2; he advised that to be successful, the charter application would have to help students who were "at-risk"; his guidance helped to direct the planning team to focus our program on ELLs, giving them preference in the lottery	RegentBendit@mail.nysed.gov	212 220-9945	3/22/2012
Public Official	New York City Office of Immigrant Affairs	Commissioner Fatima Shama	Reached out to inform about proposal	FSHama@CityHall.NYC.gov		7/11/2012
Public Official	City Council Speaker Christine Quinn	Melanie LaRocca, District Office Chief of Staff; Mathu Subramanian, Education Policy Analyst January.	Reached out to inform about proposal			12/21/2011
Public Official	Manhattan Borough President Scott Stringer	Susanna Vickers	Reached out to inform about proposal			12/21/2011
Public Official	Senator Dan Squadron	Mary Cooley, District Office Director	Went to Sen. Squadron's office to discuss proposal, solicit advice about community outreach	MCooley@nysenate.gov	212 298-5565	5/9/2012
Public Official	Speaker Sheldon Silver	Paul Goldstein, District Manager	Since Paul is a former staffer for Community Board 1 and is involved with Tenant Assoc at Southbridge Towers, he has extensive knowledge of Lower Manhattan; went to Speaker Silver's office to discuss proposal with Paul, solicit his advice about community outreach		212-312-1420	6/14/2012
Public Official	State Senator Adriano Espelliat		Began outreach to Senator Espelliat for his advice in reaching out to the Spanish speaking community, particularly those Manhattan residents from the Dominican Republic	espailla@nysenate.gov	(212) 544-0173	7/25/2012
Public Official	Assemblyman Guillermo Linares		Emailed Assemblyman Linares seeking a meeting for his advice in reaching out to the Spanish speaking community, particularly those Manhattan residents from the Dominican Republic	linaresg@assembly.state.ny.us	212-544-2278	7/18/2012
Public Official	Assemblywoman Deborah Glick	Sarah Malloy-Good	Sarah attended 6/12 community meeting; followed up with email	Malloys@nysa.us	212-674-5153	6/14/2012
Public Official	Councilwoman Margaret Chin	Kelly Magee, Communications Director	Met with Councilwoman Chin in December; met Kelly, and have been regularly keeping her apprised of our work reaching out to throughout the Spring and Summer	KMagee@council.nyc.gov		6/15/2012
Public Official	Councilwoman Rosie Mendez	Michele Burger, Senior Policy Aide; Vanessa Lopez-Diaz, Chief of Staff	Went to Councilwoman Mendez's office; briefed Vanessa on the charter application and sought advice about community outreach; discussed needs of ELL students	mburger@council.nyc.gov; vdiaz@council.nyc.gov	212-677-1077	6/18/2012
Public Official	Councilman Robert Jackson	Jan Atwell, Senior Staff	Presented testimony on issue of co-location; emailed Jan about Great Oaks	jatwell@council.nyc.gov		4/2012
Public Official	Councilman Dan Garodnick	Justine Almada, Chief of Staff	Sent email seeking meeting, with brief description of project	jalmada@council.nyc.gov	212 818-0580	6/14/2012

Category	Organization	Contact	Background	Email	Phone Number	Date of Contact
Public Official	Councilman Domenic Recchia		Reached out to about proposal to make sure that Councilman Recchia was personally briefed			4/27/2012
Public Official	Community Board 1, outgoing Chair	Julie Menin	Met Julie and her staff on a number of occasions, briefed her on the school proposal	julmenin@gmail.com		4/23/2012
Public Official	Community Board 1, Member	Paul Hovitz	Presented information about the school to the Youth & Education subcommittee of CB1, of which Paul is a member; Paul indicated that he is philosophically opposed to charter schools			12/27/2011
Public Official	Community Board 1, incoming Chair	Catherine McVay Hughes	Setting up mtg with Catherine to brief her on the proposal			6/26/2012
Public Official	Community Board 1, Youth & Education Committee Chair	Ann DeFalco	Presentation on school proposal; flyer sent to Noah Pfefferbilt on 5/22 re: June 12th community meeting that Great Oaks will be holding	adefalco@pace.edu		2/14/2012
Public Official	Community Education Council, Chair	Shino Tanikawa	Met with Shino to personally brief her on the proposal; have updated her throughout the process of drafting the application and meeting with the community	shinot@verizon.net		5/25/2012
Public Official	CEC2, Member	Demetri Ganiaris	Demetri attended community meeting on 6/12, posed several informational questions about the charter proposal and charters in general	dganiaris@townrealestate.com		6/12/2012
Public Official	Community Board 2, Chair	Brad Hoylman	Emailed Brad with background information on the charter application, have offered to meet with him	bradhoylman@gmail.com		5/23/2012
Public Official	Community Board 3, District Manager	Susan Stetzer	Emailed Susan with background information on the charter application, have offered to meet with her	sstetzer@cb3manhattan.org	212-533-6015	5/31/2012
School	Manhattan Innovate Charter School	Peg Hoey, Founder	Provided data on her enrollment of 6th & 7th graders from CSD2 to assist us with understanding demand for seats from the community			5/7/2012
School	Broome Street Academy	Jeremy Kaplan	Charter school located in CSD2 serving at-risk students; have emailed background information about the school proposal		212-453-0295	5/22/2012
School	NY Harbor School	Murray Fisher, Founder	Met with Murray at Harbor School in November; have been in regular contact with him over the 6 months to make sure that he stays informed about our plans	mfisher@nyharbor.org		6/12/2012
School	NY Harbor School	Nate Dudley, Principal	Met with Nate at the Harbor School in March to brief him on our plans	NDudley@schools.nyc.gov		3/27/2012
School	PS 1	Amy Hom, Principal	Important Chinatown Elementary School; have reached out to Principal Hom; anticipate recruiting graduates of the school to attend Great Oaks	ahom@schools.nyc.gov		5/22/2012
School	Millenium High School	Robert Rhodes, principal	Important Downtown High School; met with Principal Rhodes before he left to get his advice about serving the families living downtown;	RRhodes@schools.nyc.gov		6/1/2012
School	PS 124	Alice Hom, Principal	Important Chinatown Elementary School; have reached out to Principal Hom; anticipate recruiting graduates of the school to attend Great Oaks	AHom2@schools.nyc.gov	212 966-7237	5/21/2012
School	PS 130	Lily Woo, Principal	Important Chinatown Elementary School; will be reaching out to Principal Woo; anticipate recruiting graduates of the school to attend Great Oaks		212-226-8072	
School	MS 131	Phyllis Tam, Principal	Important Chinatown Middle School; bldg is close to full capacity; 47% are ELLs; will be seeking a meeting before the end of the summer	PTam@MS131.org	212 219-1204	
School	PS 42	Rosa Casiello O'Day, Principal	Important Chinatown Elementary School; will be reaching out to Principal O'Day; anticipate recruiting graduates of the school to attend Great Oaks		(212) 226-8410	

Category	Organization	Contact	Background	Email	Phone Number	Date of Contact
School	Transfiguration Lower & Upper School	Dr. Patrick Taharally, Principal - Upper & Lower Schools	Important Chinatown School, affiliated w/ church of the same name; has long-standing reputation serving the immigrant population of downtown; will be reaching out to Dr. Taharally for advice about serving ELL students		212-267-9289	
School	St. James and St. Joseph's Elementary School	Ms. Frances Acosta, Principal	Chinatown Catholic School, Pre-K through 8; sent flyers for 7/14 community meeting	stjamesandjosephschool@gmail.com	212-223-5153	
Faith Organization	Trinity Church, WallStreet	Anita Chan; Ariella Louie	Met with Anita to brief her on the school; provided meeting space for the planning team, including the community meeting on 6/12	AChan@trinitywallstreet.org; ALouie@trinitywallstreet.org	212 602-0846; 212 602-0714	5/11/2012
Faith Organization	Jewish Community Project Downtown	Rabbi Hannah Greenstein	Reaching out to Rabbi Greenstein for advice about serving Downtown families	rabbihannah@jcpdowntown.org	212-334-3522	5/26/2012
Faith Organization	St. Bartholomew's Church	Rev. Buddy Stallings	One of the largest Episcopal congregations in Manhattan; members of this church helped to spearhead the creation of the VOICE charter school in Queens; met with Rev. Stallings to brief him on the proposal		(212) 378-0222	5/24/2012
Faith Organization	Lower Manhattan Community Church	Ryan Holladay, Lead Pastor	Have reached out to brief Pastor Holladay on charter proposal		(646) 397-7051	5/26/2012
Faith Organization	St. Peter's Catholic Church	Kevin Madigan, Lead Pastor	Sent flyer advertising 7/14 community meeting		(212) 233-8355	6/25/2012
Faith Organization	Church of the Transfiguration	Rev. Raymond Nobiletti	Key Chinatown church, 'Church of the Immigrants'; will be seeking a meeting to get advice on serving the immigrant community		(212) 962-5157	
Faith Organization	Iglesia Cristiana Primitiva	Rev. Marc Rivera	Pastor on the LES for decades; will be seeking a meeting to get advice about serving LES families; 207 East Broadway			
Faith Organization	Park 51/Cordoba House	Imam Feisal Abdul Rauf	Contacted about reaching out to recent immigrants and their needs, particularly ELL students		(917) 791-0795	7/12/2012
Faith Organization	True Light Lutheran Church	Rev. Leong Wa Chu, Pastor	Chinatown Church; will be seeking a meeting with Pastor Chu to get advice about serving his families; sent flyer about 7/14 community meeting		(212) 962-1482	6/5/2012
Faith Organization	Chinese United Methodist Church	Rev Dr. James Law	Chinatown Church; will be seeking a meeting with Rev. Law to get advice about serving his families; sent flyer about 7/14 community meeting		(212) 267 6464	6/10/2012
Community Organization	APEX	Michael Lee	Referred to MTD by Calvin Yee; MTD attended APEX gala on 5/2, subsequently met with Michael to brief him on the proposal and to get advice about reaching out to the Asian American community	Michael.Lee@APEX-NY.org	212 748.1225 x100	5/23/2012
Community Organization	Henry Street Settlement	Josephine Lume	Josephine is the CFO of Henry Street; met with her to brief her on the school proposal	JLume@henrystreet.org	212 766-9200 x 278	5/23/2012
Community Organization	New American Leadership Project	Sayu Bhojwani	Referred to Sayu by Andrea Shapiro Davis; former Commissioner of Immigrant Affairs under Mayor Bloomberg; Sayu is a CSD2 resident and parent; briefed her on the school proposal, solicited her advice about serving new Americans/recent immigrants, particularly those who are English Language Learners	Sayu@NewAmericanLeaders.org		5/26/2012
Community Organization	Downtown Alliance	Liz Berger	Met with Liz to brief her on the proposal and solicit her advice about serving families living downtown	LBerger@DowntownNY.com		5/2/2012
Community Organization	University Settlement House	Liz Hoagland	staffer at University Settlement House/The Door; briefed her on proposal	ehoagland@door.org	212 941-9090 ext 3251	5/26/2012
Community Organization	Chinese American Planning Council	David Chen, Exec Director	leading Asian advocacy group; met with David to brief him on the proposal and get his advice about outreach to the Asian American community		(212) 941-0920	6/12/2012
Community Organization	Asian Americans for Equality	Chris Kui, Exec Director	Councilwoman Margaret Chin used to work there; affordable housing group		212-979-8381	
Community Organization	Asian American Federation	Jo-Ann Yoo	Met with Jo-Ann to brief her on proposal and get her advice about reaching out to the Asian American community	JYoo@aafederation.org	212.344.5878	5/25/2012

Category	Organization	Contact	Background	Email	Phone Number	Date of Contact
Community Organization	Hamilton Madison House	Mark Handelman, Exec Director; Thea Goodman, Assoc Dir for Children, Youth & Families	Met with Mark to better understand the issues of the Two Bridges/Chinatown neighborhood; sought his advice about community outreach; HMH will host 7/14 community meeting	markhandelman@hmhonline.org; Thea@hmonline.org	212-349-3724; 212 349-3724 ext 9320	6/8/2012
Community Organization	Chinese Consolidated Benevolent Association	Yim Chan	One of oldest community centers in chinatown, parent organization to the Chinese Community Center; spoke to Yim on the phone and sent flyer for 7/14 community meeting	yimchancba@yahoo.com	212-226-6280	7/9/2012
Community Organization	Albert E. Smith Recreation Center		Vibrant Recreation Center behind P.S. 126 and next to Albert E. Smith housing project; stopped by and spoke with a staffer at the Center, provided flyers for the 7/14 community meeting		212-285-0300	7/2/2012
Youth Organization	Boys Club of New York	Stephen Tosh, Executive Director	Met with Stephen to get his advice about the needs of children in CSD2, particularly the boys that he serves through the Boys Club	stephen.tosh@bcny.org	(212) 677-4120	6/6/2012
Youth Organization	Manhattan Youth	Bob Townley, Executive Director	Youth services and advocacy organization serving families in Lower Manhattan; emailed Bob about our proposal and offered to meet; sent flyer to Alex re: 7/14 community meeting	bob@manhattanyouth.org	212-766-1104 x229	5/25/2012
Youth Organization	University Settlement/Chinatown YMCA	Jee Young Park	Emailed flyer about 7/14 community meeting	jypark@universitysettlement.org		6/8/2012
Youth Organization	A Place for Kids	Minerva Chin, board chair	41 year old youth services group in Chinatown; met with Minerva to brief her on the proposal; sought her advice about serving the middle/high school students of the neighborhood	MChin@APlaceforKidsNY.org	(917) 509-1861	5/25/2012
Youth Organization	Lincoln Center Institute	Scott Noppe-Brandon, Executive Director	Youth arts organization; working to establish a partnership to bring their imaginative learning approach to Great Oaks; met w/ Scott on 7/13	SNB@lincolncenter.org	212.875.5535	7/13/2012
Parent Organization	NY Harbor School PTA	May Taliaferrow, PTA President, Harbor school parent, former charter school parent	May attended the 6/12 community meeting; expressed her concerns about another school coming to Governors Island as well as her deep concerns about charters schools in general; had a negative experience with the Achievement First charter school in Brooklyn, which informs her perspective on charter schools	newyorkharborschoolpta@gmail.com; mtaliaferrow@yahoo.com		5/11/2012
Parent Organization	Bowery Babes	Megan B. (Moderator)	Reached out to inform about charter proposal			12/13/2011
Parent Organization	HRP Mamas	Anna (President)	Reached out to inform about charter proposal			12/13/2011
Parent Organization	Millennium High School, Parent Coordinator	Angela Benfield	Parent Coordinator at Millennium; invited her to attend the 6/12 & 7/14 community meetings	ABenfield@millenniumhs.org		6/1/2012
Parent Organization	Charter Parent Action Network (CPAN)	Valerie Babb, Director	Solicited her advice about reaching out to parents, invited to 6/12 & 7/14 meetings	VBabb@nycpan.org		5/25/2012
Leaders & Parents	Kelly Kansco		Has a daughter who would be eligible to apply to GO next year; attended 3/31 community meeting at Henry Street; followed up with mtg on 6/3; helped to get word out about 7/14 mtg	drivingmisskelly@yahoo.com		5/25/2012
Leaders & Parents	Maria Gonzalez		Has a daughter who would be eligible to apply to GO next year; attended 3/31 community meeting at Henry Street; followed up with mtg on 6/3; helped to get word out about 7/14 mtg	indialove49@yahoo.com		5/25/2012
Leaders & Parents	Anna Dell'Olio		Attended 6/12 community meeting	anna.dellolio@verizon.net		6/11/2012
Leaders & Parents	Susan Kubert		Attended 7/14 community meeting; has a granddaughter who will be eligible to apply in 2 years	susankubert@hotmail.com	212-477-5002	7/14/2012
Leaders & Parents	Anita Bartsch		Attended 6/12 community meeting	jwd553@rcn.com		6/11/2012
Leaders & Parents	William Floyd		William is a parent who works in public affairs at Google, met to get advice about Community School District 2	willsfloyd@gmail.com		5/10/2012
Leaders & Parents	Gina Ma		Met with on 5/8; invited to planning team mtg	ginamanyc@gmail.com		5/25/2012

Category	Organization	Contact	Background	Email	Phone Number	Date of Contact
Leaders & Parents	Marnie Berk		Referred by Andrea Shapiro Davis; CSD2 parent, made email introduction to 234 Principal	MBerk@nylpi.org		4/25/2012
Leaders & Parents	Eric Greenleaf		NYU Professor, CSD2 parent, active in public discussion about school overcrowding; have provided Eric with updates throughout charter drafting and community outreach; consulted with him about the demographics of Lower Manhattan	EGreenle@stern.nyu.edu		6/18/2012
Leaders & Parents	S.F. Chang		Introduction by M. Lee; met with Ms. Chang at Bronx Science; subsequently joined planning team	chang1@bxscience.edu; cfc1688@gmail.com	718-817-7700 ex5356	5/10/2012
Community Outreach	Meeting		first community outreach meeting; targeted the Tribeca & Battery Park City neighborhood			1/7/2012
Community Outreach	Meeting		second community outreach meeting; targeted the Lower East Side / Two Bridges neighborhood			3/31/2012
Community Outreach	Flyering		outreach to Tribeca, handing out flyers in front of PS 234 and PS 89			mid to late December
Community Outreach	Flyering		outreach to Lower East Side / Two Bridges			late March
Community Outreach	Meeting		third community meeting at Trinity Wall Street's Parish Hall; targeted the Financial District and City Hall neighborhoods			6/12/2012
Community Outreach	Meeting		fourth community outreach meeting targeting parents throughout CSD2			7/14/2012
Media	Downtown Express	Aline Reynolds	biweekly newspaper serving residential community south of Chambers street; filed story in February about Great Oaks; ran an ad about 6/12 community meeting		646 452-2495	2/10/2012
Media	DNAInfo.com	Julie Shapiro	online news site for downtown; ran a notice for 7/14 community meeting	Julie.Shapiro@DNAInfo.com		6/14/2012
Media	Sino TV	Marie Yang	Chinese language TV station; aired story about Great Oaks' outreach to the community	MarieYang@sinovision.net		6/12/2012
Media	World Journal	Carina Wang	Chinese language daily newspaper	carinawang@worldjournal.com		5/23/2012
Media	Broad Sheet Daily	Robert Simko, publisher & editor	daily newsletter for Battery Park City residents	Robert@BroadSheet.com	212 912-1106	
Media	New York Post		published an announcement about 7/14 community meeting			7/13/2012
Media	El Diario la Prensa	Maibe Gonzalez Fuente	Spanish language daily newspaper		(212) 807-4600	
Media	NY1/Noticias		Spanish language TV news station			

Notices of Public Meetings to Solicit Community Input:

Downtown Express: 5/30/2012

Public Meeting	Tuesday, June 12th, 9 - 11 am Trinity Wall Street - Parish Hall 74 Trinity Place, 2nd Floor
For downtown parents and educators to bring ideas, give input and learn more about:	GREAT OAKS  CHARTER SCHOOL
A New Charter Middle and High School Proposed for Lower Manhattan	

New York Post: 7/13/2012

NOTICES

PUBLIC NOTICE

PUBLIC MEETING to solicit questions and comments on proposed Great Oaks Charter School: Saturday 7/14, 2:30pm, 50 Madison Street

Sayu Bhojwani
80 Leonard St, Apt. 4A
New York, NY 10013
Tel: 917-595-0185

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

Dear Commissioner King,

Please accept this letter in support of the proposal to establish the Great Oaks Charter School in Lower Manhattan. Based on my experience as a parent and resident of the downtown neighborhoods, and with the immigrant community downtown in particular, I believe that this school can become a uniquely valuable option for many underserved families.

I am the Founding Director of the New American Leadership Project, the country's only organization focused on preparing immigrants for civic leadership. Prior to founding the NALP, I was New York City's first Commissioner of Immigrant Affairs, working under Mayor Bloomberg from 2002 to 2004. During that time, we successfully fought to increase immigrants' access to critical public services.

Although data on immigrant students' achievement in New York City public schools is not easily attainable, it is possible to use the achievement of students who are English Language Learners as a proxy to assess the magnitude of the challenges facing new Americans. In Community School District 2, where the Great Oaks team is looking to establish their school, 65% of the Limited English Proficient students are concentrated in 20 of the district's 109 schools (according to NYSED data), which collectively averaged just 63 out of 100 points on the most recent NYC DOE Progress Reports. While there are high-performing schools among those 20, there are also several very low-performing schools, including several that are on the Department of Education's list for closure.

Dr. John King
Page 2

Immigrant families in Manhattan deserve better options. The Great Oaks Charter School is well positioned to provide all of its students with an excellent college-preparatory education. I am particularly encouraged by the school's plan for intensive tutoring support, its focus on parent engagement and the work that the founders are doing to reach out to immigrant communities in the downtown area.

I strongly support the establishment of this unique school model in Lower Manhattan, and I am confident that it will represent a promising option for many of the most underserved families.

Sincerely,

A handwritten signature in cursive script that reads "Sayu Bhojwani". The signature is written in dark ink and is followed by a horizontal line that extends to the right.

Sayu Bhojwani
Founding Director

Mary Brabeck Gale and Ira Drukier Dean

June 29, 2012

Dear Commissioner King,

I am writing in support of the proposal to establish the Great Oaks Charter School in New York City. I believe that the Great Oaks team has the potential to bring a new school model to New York City – one that has generated impressive results in Boston to provide its students with a top-notch secondary education at the same time. The charter school model was created to foster new ways of approaching school and Great Oaks looks to be one of the most innovative new schools in New York City.

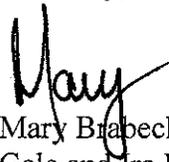
As the Dean of the Steinhardt School of Culture, Education and Human Development at NYU, I am responsible for the oldest university-based school of education in the nation. One of our chief responsibilities as both an institution that develops teachers and a major research institution is to be at the forefront of innovations in how teachers work with students to understand what works and how successful methods are disseminated.

When universities partner closely with public schools, as Steinhardt has with schools across New York City, both parties benefit. That's why Steinhardt is working with the Great Oaks school in Newark to provide its Tutor Corps members with a pathway to become effective teachers—one that blends the hands-on experience of being a full-time tutor for a year with the content knowledge that a university can provide. We plan to launch the Newark Teacher Residency in the 2012-12 school year and hope to make a similar pathway available to New York City Tutor Corps members.

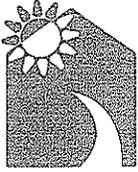
More personally as an applied psychologist by training, I believe that focus Great Oaks places throughout its school design on building strong relationships with students, through the tutorial relationship, its small school size and a regiment of regularly calling parents will be key in supporting its student on their way to college-readiness.

I think the Great Oaks Charter School's model has the potential to be a transformative place for its students, to support the preparation of a new generation of effective teachers through its Tutor Corps and to impact the national conversation about the best way to organize schools in the 21st century. For those reasons, I strongly support the approval of the proposal before you.

Sincerely,



Mary Brabeck, Ph.D.
Gale and Ira Drukier Dean



**HAMILTON
MADISON
HOUSE**

Commissioner John King
New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

July 24th, 2012

Dear Commissioner King,

I write to you as the Executive Director of the Hamilton Madison House, a voluntary, non-profit settlement house in the Two Bridges/Chinatown area of Manhattan's Lower East Side. In addition, from 1980 -2004 I served as the President and CEO of the New York Association for New Americans (NYANA), the largest refugee resettlement and immigrant services agency in the United States.

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Susan Song
Geoffrey Wiener, Sr. DSW

Mark Handelman, LCSW, ACSW
Executive Director

Frank T. Modica
Executive Director Emeritus

Since its inception, Hamilton-Madison House has been committed to providing social services for immigrant New Yorkers of all ages citywide. Therefore, I was extremely pleased to learn about the proposal for the Great Oaks Charter School; especially given its focus on serving English Language Learners

In both my current position and my previous one, I have seen how incredibly under-served the immigrant community in New York truly is. I worry about the extent to which new immigrant middle and high school students, such as those that Great Oaks would serve are particularly vulnerable to "falling between the cracks" in the general public school system.

When a group like the one behind the Great Oaks charter school steps up with an intention to dedicate its energy to the needs of English Language Learners, I think it deserves the community's full support. It was for this reason that I made the Hamilton Madison House gym available for their recent community outreach meeting and that I write to you with my strong support of their charter application.

Sincerely yours,

Mark Handelman, MSW, LCSW, ACSW
Executive Director

ST BART'S



May 24, 2012

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

Dear Commissioner King,

I am writing to express my support for the proposed Great Oaks Charter School. I believe that this school will be a vital asset for the students in Lower Manhattan most in need of high-quality public schools.

I am the Priest-in-Charge of St. Bartholomew's Church in Manhattan. Our parishioners have a history of caring deeply about public school children across New York City. Five years ago, members of St. Bart's were instrumental in the creation of the VOICE Charter School in Long Island City, Queens. I have had the opportunity to watch that school grow and have volunteered my time to support and guide the school when asked.

I have met with members of the Great Oaks Charter School's planning team and I admire their commitment to helping the most vulnerable children in Manhattan and the high goals that they've set for themselves. Their goal of college graduation for all of their students will be difficult to achieve, but they're starting with the right attitude and I have faith in Great Oaks' potential.

I reiterate my strong support for the proposed Great Oaks Charter School. I feel confident that this school and the team behind it have the passion and abilities to provide students in Manhattan with an educational opportunity that many of them would not otherwise have.

Sincerely,

J. M. "Bully" Stalling

July 12, 2012

a better future starts at our door

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

Stephen Tosh
Executive Director

Dear Commissioner King,

The purpose of this letter is to express my support for the proposed Great Oaks Charter School, which has applied to open in Community School District 2. I believe that this school model and the team behind it are likely to be asset for the children of Lower Manhattan.

I am the Executive Director of the Boys' Club of New York. We were founded more than 135 years ago and today the Boys' Club works with more than 4,000 young men across the city, including in Lower Manhattan. So many of the young people who we serve are living downtown and have little or no access to open spaces, sunlight or parks of any size. When I heard about Great Oaks idea to locate their school on Governors Island I was excited to think about what it would mean for these kids to have daily access to that oasis of green in the middle of New York harbor.

In my work, and in my previous experience working in youth development and juvenile justice, I've seen firsthand the challenges that face so many kids in New York and the necessity for students to have strong relationships with adult role models who care about them and want them to succeed.

I am encouraged by the descriptions of Great Oaks' approach to school culture. The emphasis on forming relationships with students and their families resonates with my own experience and the plans for using tutoring as a mechanism for helping students with their academics seems likely to help connect with students who might otherwise "check out."

The Boys' Club is committed to supporting boys' development into thriving young men, particularly those who are at-risk. I am confident that the Great Oaks Charter School will be a positive addition to the neighborhoods it serves and will offer its students a vital path to college. I strongly recommend that this school be opened.

Sincerely,



Stephen Tosh

May 23, 2012

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

Dear Commissioner King,

I am writing this letter in support of the application to establish the Great Oaks Charter School in Lower Manhattan. I am convinced that the Great Oaks team has designed a school model that is responsive to the needs of the community and that their team has the capability to implement that model.

I am the Executive Director of Apex for Youth, an organization that promotes the development of inner-city immigrant youth. In that capacity, I am very active in the Lower Manhattan neighborhoods that the Great Oaks Charter School proposes to serve, principally Chinatown and Two Bridges.

New York City's Asian immigrant population is growing rapidly, increasing by 30% in the decade from 2000 to 2010. At the same time, Asian children in New York have a higher poverty rate than white children and are more likely to attend public schools. As a growing share of the public school population, Asian students currently attend schools that range from the best in the city to among the worst.

The team that is behind the Great Oaks School has engaged extensively with the families in Lower Manhattan, in particular with the Asian immigrant community in Chinatown and Two Bridges. This is a community that currently lacks sufficient quality secondary school options and families frequently do not have the knowledge or social capital to navigate the often-complicated public school enrollment process.

Families in Lower Manhattan deserve a greater degree of choice in where they send their children to school. The Great Oaks Charter School's model, with its focus on high expectations and its promise of several hours of tutoring each day, would represent a compelling new option for families.

I strongly recommend that the application for the Great Oaks Charter School be approved and that the school be allowed to open as a new option for Lower Manhattan's families.

Sincerely,



Michael Lee
Executive Director



11 North Pearl Street, Suite 1411
Albany, New York 12207

info@nycan.org
www.nycan.org

Dear Commissioner King,

Please accept this letter as a statement of my support for the proposed Great Oaks Charter School. I have reviewed the school's application and met with its founders and I am confident that Great Oaks will be an excellent school for the children of Community School District 2 once it is authorized.

I am the Executive Director of NYCAN, a statewide advocacy organization focused on making sure every New York child has access to a great public school. Far too many students in Lower Manhattan are not receiving the education they deserve and there is a persistent achievement gap between low-income, minority and ELL students in the area and their white, upper and middle-class peers. NYCAN supports the authorization of high-quality charter schools across the state to create better options for parents and improve student outcomes.

The Great Oaks Charter School has a school design that is likely to increase student achievement. Great Oaks has adapted the key features of many of our nation's highest-performing public charter schools, including MATCH, KIPP, Uncommon Schools and others. Further, the people creating Great Oaks have the capacity to open and sustain a high-performing school, as evidenced by their experience in education, law, finance and real estate.

The students of New York City, and particular Lower Manhattan, are deserving of high-quality public school choices that put them on the path to college-readiness. I believe that the proposed Great Oaks Charter School would be an excellent addition to the neighborhood and is deserving of approval.

Sincerely,

Christina Grant
Executive Director
NYCAN

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Dear Commissioner King,

I am writing this letter to express my strong support of the proposal to establish the Great Oaks Charter School in Community School District 2. I believe that the school will represent an excellent new option for families in need of expanded high quality school choices.

I am writing on behalf of The After-School Corporation, a New York City-based nonprofit organization that works with schools to provide expanded learning opportunities for students. Our experience and empirical research have confirmed that extended learning time is absolutely vital for student success.

We are encouraged by the Great Oaks Charter School's approach of providing extended learning opportunities through a longer school day and school year and the high-dosage tutoring model that Great Oaks would bring to New York for the first time. The Great Oaks model is aligned with the core elements of TASC's ExpandedED initiative – more learning time, personalized instruction and a cost model that does not rely on fundraising over the long-term.

Since our founding, TASC has worked with more than 350,000 New York City students in more than 450 public schools. We have seen first-hand how an effective school that provides extensive, personalized learning opportunities can make a difference for children. We are in strong support of any new school option that is dedicated to bringing proven strategies and methods to bear to help students succeed at the highest levels.

For that reason, I support the creation of the Great Oaks Charter School. I believe this school will be a valuable option for the families in the Lower Manhattan neighborhoods it proposes to serve. Please feel free to contact me if you have any questions.

Sincerely,


Lucy Friedman
President, The After-School Corporation

A New Public Middle & High School Option for Downtown Families

Great Oaks Charter School is a proposed new public charter middle/high school. If approved, the school would open in Fall of 2013.

Our mission is to prepare all students to **succeed in college**. We will accomplish our mission with high expectations for all students and lots of individual attention. Great Oaks will be open to all students, but families from CSD 2 will be given preference in our lottery.

You are invited to an information session on the morning of Saturday, January 7 in Battery Park City (exact location to be determined) to learn more about the Great Oaks Charter School.

To RSVP, please e-mail Kate Hayes at kate1ellen@comcast.net

A New Public Middle & High School Option for Downtown Families

Great Oaks Charter School is a proposed new public charter middle/high school. If approved, the school would open in Fall of 2013.

Our mission is to prepare all students to **succeed in college**. We will accomplish our mission with high expectations for all students and lots of individual attention. Great Oaks will be open to all students, but families from CSD 2 will be given preference in our lottery.

You are invited to an information session on the morning of Saturday, January 7 in Battery Park City (exact location to be determined) to learn more about the Great Oaks Charter School.

To RSVP, please e-mail Kate Hayes at kate1ellen@comcast.net



Benjamin Carson <bcarson@greatoakscharter.org>

Meeting Jan 7th (tmrw) @ 9am Whole Foods TriBeCa

1 message

Hayes, Kate [OCDUS] <KHayes7@its.jnj.com>

Fri, Jan 6, 2012 at 4:41 PM

To: kate1ellen@comcast.net

REMINDER

Happy New Year! Thank you for your interest in the proposed Great Oaks Charter School. If you are receiving this email, you have contacted me with interest in attending an information/feedback session, which is scheduled for Saturday January 7th, 2012. The meeting should last no longer than 30 – 45 minutes and details are below.

Please send me a reply to let me know if you plan to attend. You may also feel free to pass along this email to others who you think may be interested in attending. We look forward to seeing you this coming Saturday!

Meeting Location: Upstairs in communal table area at Whole Foods TriBeCa

Meeting Date: Saturday January 7th

Meeting Time: 9:00am

Purpose: General information session about proposed Great Oaks Charter Middle School, serving School District 2

We will be giving some general information about the proposed school, location and mission. We would also like to use this as an opportunity to gain your feedback and insights. We look forward to seeing you this week and appreciate your participation!

Warm Regards,

Kate

Kate E. Hayes

Great Oaks Charter School Planning Committee Member

Cell: [917-862-4601](tel:917-862-4601)

Email: kate1ellen@comcast.net OR khayes7@its.jnj.com

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Quick Facts

- Year Opening: 2013-14
- Enrollment at Launch: 99 students in 6th Grade
- Enrollment at Full-Scale: 550 students in Grades 6-12
- Location: Lower Manhattan, Community School District 2
- Mission: College Success
- Admissions: Open Public Lottery

What makes Great Oaks different?

Every student, every day receives several hours of individualized attention from a tutor.



How can Great Oaks afford to provide each student with a tutor every day?

Our class sizes are slightly larger than other public schools—on average 32 or 33 students in a class. The funds we receive will be used to hire effective teachers; the lessons of these teachers are reinforced with daily tutorials. We believe that teacher quality and individualized attention matter more than class size.

What evidence is there to believe that the Great Oaks model will be successful?

The design of our school's program, including the use of tutors, is taken from the highly successful MATCH charter school of Boston. In 2010 Newsweek magazine named MATCH one of the 100 best public schools in the country. One of our founders, Michael Duffy, was a part of MATCH's founding team a dozen years ago. MATCH regularly tops the list of the highest performing public schools in Massachusetts.

Are there any other Great Oaks schools?

The only other Great Oaks charter school opened in Newark, NJ in the Fall of 2011. The school has had a strong opening, is fully enrolled but has no test data to report yet.

Who else is a part of the Great Oaks founding team?

There is a mom from Battery Park City, Kate Hayes; a former teacher, now an attorney, Susan Akselrad; a professor from NYU's Steinhardt School of Education, Joe McDonald; a banker from Chase, Robert Ludlum; Ben Carson, a former statistician from the Charter School Office at the New York City Department of Education; and Alia Smith, the former head of the tutoring program at the MATCH School in Boston. Almost all of us reside in Community School District 2.

Won't this new charter school contribute to overcrowded public schools?

No. Great Oaks will be located in a private facility—as is the case with about a third of charter schools in New York City. By creating more school seats, Great Oaks will be part of the solution to downtown's overcrowded schools.

Where will the school be located?

Our vision is to renovate a building on Governors Island as the permanent home of Great Oaks. Students would take a short ferry ride from the Maritime Ferry Terminal building each morning; the NYC Harbor School is an example of a public school successfully operating on Governors Island.

Who will pay for your facility?

We will raise it from private philanthropic sources as other charter schools have successfully done.

What is the Great Oaks Foundation?

The Great Oaks Foundation is a non-profit organization. It consists of a group of prominent citizens who came together specifically for the purpose of helping the Great Oaks Charter School with fundraising and facilities issues. It includes, among others: Steve Klinsky, a successful private equity investor; Jay Cross, the former president of the NY Jets, who oversaw construction of the Meadowlands stadium and now heads up the development project at Hudson Yards for the Related Companies; Greg Mayers, a City Hall adviser to Mayor Bloomberg. Mary Brabeck, the Dean of the School of Education at NYU is an academic adviser to the Great Oaks Foundation.

What is the connection between Great Oaks and Victory Education Partners?

Victory Education Partners, a privately-held education service provider has donated resources to help launch Great Oaks, an independent non-profit organization. Steve Klinsky, who chairs the board of the Great Oaks Foundation, founded Victory in 1999 when he helped to open the first charter school in New York state. Michael Duffy is an employee of Victory. None of the other proposed board members of the Great Oaks school have any ties, either business or personal, to Victory.

Will Great Oaks contract with Victory Education Partners to provide services?

No.





December 21, 2011

Christine C. Quinn, Speaker
New York City Council
250 Broadway, Suite 1856
New York, NY 10007

Dear Speaker Quinn,

I am writing to follow up on a conversation I recently had with Yareni and Melanie in your district office with a more formal letter of introduction. I am the lead applicant of a proposed new charter school in Lower Manhattan, the Great Oaks Charter School. My teammates and I are drafting our school application and would appreciate any assistance you can provide in engaging parents who would benefit from a new public school option.

Great Oaks is planned as a middle/high school, serving grades 6-12. We plan to locate the school on Governors Island, which is zoned within District 2. The residential boom downtown has created an increasingly acute shortage of public school seats. Rather than further squeeze public space through the co-location process, Great Oaks will increase capacity downtown by more than 450 new public school seats when we open in 2013.

The mission of our schools, the first of which opened this year in Newark, is to prepare students for college success. We try to do that by pairing high academic and behavioral expectations with lots of individual attention. At Great Oaks, that takes the form of high doses of daily tutoring – 2 hours per day for every student.

My teammates and I would appreciate the opportunity to meet with you or a member of your staff as we are preparing this application to discuss your perspective on the community's needs and to seek your support as we move forward with the exciting project of launching a new school option for your constituents. Please feel free to contact me if you have any questions or wish to follow up. My phone number is 501-258-7831 and my e-mail address is bcarson@greatoakscharter.org.

Sincerely,

A handwritten signature in cursive script that reads "B Carson".

Benjamin B. Carson



December 21, 2011

Senator Daniel L. Squadron
188 State Street Room 515
Legislative Office Building
Albany, NY 12247

Dear Senator Squadron,

I am writing to follow up on a conversation I recently had with Jordan Levine from your staff with a more formal letter of introduction. I am the lead applicant of a proposed new charter school in Lower Manhattan, the Great Oaks Charter School. My teammates and I are drafting our school application and would appreciate any assistance you can provide in engaging parents who would benefit from a new public school option.

Great Oaks is planned as a middle/high school, serving grades 6-12. We plan to locate the school on Governors Island, which is zoned within District 2. The residential boom downtown has created an increasingly acute shortage of public school seats. Rather than further squeeze public space through the co-location process, Great Oaks will increase capacity downtown by more than 450 new public school seats when we open in 2013.

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Sincerely,

A handwritten signature in black ink, appearing to read "B Carson". The signature is fluid and cursive, with a long horizontal stroke at the end.

Benjamin B. Carson



December 21, 2011

Scott Stringer, Manhattan Borough President
1 Centre Street
19th Floor
New York, NY 10007

Dear Borough President Stringer,

I am writing to follow up on a conversation I recently had with Erin McGill from your staff with a more formal letter of introduction. I am the lead applicant of a proposed new charter school in Lower Manhattan, the Great Oaks Charter School. My teammates and I are drafting our school application and would appreciate any assistance you can provide in engaging parents who would benefit from a new public school option.

Great Oaks is planned as a middle/high school, serving grades 6-12. We plan to locate the school on Governors Island, which is zoned within District 2. The residential boom downtown has created an increasingly acute shortage of public school seats. Rather than further squeeze public space through the co-location process, Great Oaks will increase capacity downtown by more than 450 new public school seats when we open in 2013.

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Sincerely,

Benjamin B. Carson

Middle School

Sample Weekly Student Schedule

Sample 6th Grade Weekly Student Schedule (representative of Middle School program)						
Time	Period	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 - 8:10	B	Breakfast/Silent Sustained Reading - Homeroom				
8:15 - 9:13	1	Writing	Writing	Writing	Writing	All-School Assembly
9:15 - 10:13	2	Social Studies	P.E./Health	Social Studies	P.E./Health	Science/Math*
10:15 - 11:13	3	ELA Tutorial	ELA Tutorial	ELA Tutorial	ELA Tutorial	Social Studies/Reading*
11:15 - 11:50	4	Lunch				
11:55 - 12:53	5	Math	Math	Math	Math	Enrichment
12:55 - 1:53	6	Science	Science	Science	Science	Dismissal - Homeroom (1pm)
1:55 - 2:53	7	Reading	Reading	Reading	Reading	Students Dismissed Early for Staff PD
2:55 - 3:53	8	Math Tutorial	Math Tutorial	Math Tutorial	Math Tutorial	
3:55 - 4:45	E	Enrichment/Snack				
4:45	D	Dismissal - Homeroom				
* On Fridays, Each Cohort's 1st and 2nd Period Classes Rotate Among Core Subjects Weekly						

Student Schedule Summary

Subject	Average Weekly Instructional Minutes (Including Tutorial)*
ELA	725
Math	493
Science	261
Social Studies	145
P.E./Health	116
Enrichment	290
* On Fridays, Each Cohort's 1st and 2nd Period Classes Rotate Among Core Subjects Weekly	

Sample Weekly Teacher Schedule

Sample Weekly Middle School Math Teacher Schedule							
Time	Period	Monday	Tuesday	Wednesday	Thursday	Friday	
7:30 - 8:10	B	Supervise Breakfast/Silent Sustained Reading - Homeroom					
8:15 - 9:13	1	6th Grade Math	6th Grade Math	6th Grade Math	6th Grade Math	All-School Assembly	
9:15 - 10:13	2	7th Grade Math	7th Grade Math	7th Grade Math	7th Grade Math	Prep/ 6th Grade Math*	
10:15 - 11:13	3	Prep/ 6th Grade Math Tutorial Supervision	Prep/ 6th Grade Math Tutorial Supervision	Prep/ 6th Grade Math Tutorial Supervision	Prep/ 6th Grade Math Tutorial Supervision	Prep/7th Grade Math*	
11:15 - 11:50	4	Lunch					
11:55 - 12:53	5	7th Grade Math	7th Grade Math	7th Grade Math	7th Grade Math	Prep	
12:55 - 1:53	6	Prep	Prep	Prep	Prep	Dismissal - Homeroom (1pm)	
1:55 - 2:53	7	6th Grade Math	6th Grade Math	6th Grade Math	6th Grade Math	Students Dismissed Early for Staff PD	
2:55 - 3:53	8	Prep/7th Grade Math Tutorial Supervision	Prep/7th Grade Math Tutorial Supervision	Prep/7th Grade Math Tutorial Supervision	Prep/7th Grade Math Tutorial Supervision		
3:55 - 4:45	E	Prep					
4:45	D	Supervise Dismissal - Homeroom					

Sample Weekly Tutor Schedule

Sample Weekly Middle School Tutor Schedule

Time	Period	Monday	Tuesday	Wednesday	Thursday	Friday				
7:30 - 8:10	B	Support Arrival/Breakfast/Silent Sustained Reading - Homeroom								
8:15 - 9:13	1	Prep	Prep	Prep	Prep	All-School Assembly				
9:15 - 10:13	2	7th Grade ELA Tutorial	7th Grade ELA Tutorial	7th Grade ELA Tutorial	7th Grade ELA Tutorial	Secondary Duty/7th Grade ELA Tutorial				
10:15 - 11:13	3	6th Grade Math Tutorial	6th Grade Math Tutorial	6th Grade Math Tutorial	6th Grade Math Tutorial	Secondary Duty/6th Grade Math Tutorial				
11:15 - 11:50	4	Lunch								
11:55 - 12:53	5	6th Grade ELA Tutorial	6th Grade ELA Tutorial	6th Grade ELA Tutorial	6th Grade ELA Tutorial	Prep				
12:55 - 1:53	6	Secondary Duty	Secondary Duty	Secondary Duty	Secondary Duty	Dismissal - Homeroom (1pm)				
1:55 - 2:53	7	Students Dismissed Early for Staff PD								
2:55 - 3:53	8						7th Grade Math Tutorial	7th Grade Math Tutorial	7th Grade Math Tutorial	7th Grade Math Tutorial
3:55 - 4:45	E						Support Student Enrichment Activities (Clubs, Sports, Arts)			
4:45	D	Support Dismissal								
* Secondary Duties are activities that support the work of the school, i.e. assisting teachers, school leaders, student recruitment, Corps recruitment, etc										

High School

Sample 9th Grade Weekly Student Schedule (representative of High School program)

Time	Period	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 - 8:10	B	Breakfast/Silent Sustained Reading - Homeroom				
8:15 - 9:13	1	Fiction	Fiction	Fiction	Fiction	All-School Assembly
9:15 - 10:13	2	ELA Tutorial	ELA Tutorial	ELA Tutorial	ELA Tutorial	Physics/Fiction*
10:15 - 11:13	3	Algebra 1	Algebra 1	Algebra 1	Algebra 1	Social Studies/Algebra 1*
11:15 - 11:50	4	Lunch				
11:55 - 12:53	5	Physics	Physics	Physics	Physics	Enrichment
12:55 - 1:53	6	Math Tutorial	Math Tutorial	Math Tutorial	Math Tutorial	Dismissal - Homeroom (1pm)
1:55 - 2:53	7	Non Fiction	Non Fiction	Non Fiction	Non Fiction	Students Dismissed Early for Staff PD
2:55 - 3:53	8	P.E./Health	Social Studies	P.E./Health	Social Studies	
3:55 - 4:45	E	Enrichment/Snack				
4:45	D	Dismissal - Homeroom				

* On Fridays, Each Cohort's 1st and 2nd Period Classes Rotate Among Core Subjects Weekly

Student Schedule Summary

Subject	Average Weekly Instructional Minutes (Including Tutorial)*
ELA	725
Math	493
Science	261
Social Studies	145
P.E./Health	116
Enrichment	290
* On Fridays, Each Cohort's 1st and 2nd Period Classes Rotate Among Core Subjects Weekly	

Sample Weekly Teacher Schedule

Sample Weekly High School Algebra Teacher Schedule							
Time	Period	Monday	Tuesday	Wednesday	Thursday	Friday	
7:30 - 8:10	B	Supervise Breakfast/Silent Sustained Reading - Homeroom					
8:15 - 9:13	1	Prep/Algebra 1 Tutorial Supervision	Prep/Algebra 1 Tutorial Supervision	Prep/Algebra 1 Tutorial Supervision	Prep/Algebra 1 Tutorial Supervision	All-School Assembly	
9:15 - 10:13	2	Algebra 2	Algebra 2	Algebra 2	Algebra 2	Prep/Algebra 1*	
10:15 - 11:13	3	Algebra 1	Algebra 1	Algebra 1	Algebra 1	Prep/Algebra 2*	
11:15 - 11:50	4	Lunch					
11:55 - 12:53	5	Algebra 1	Algebra 1	Algebra 1	Algebra 1	Prep	
12:55 - 1:53	6	Prep/Algebra 2 Tutorial Supervision	Prep/Algebra 2 Tutorial Supervision	Prep/Algebra 2 Tutorial Supervision	Prep/Algebra 2 Tutorial Supervision	Dismissal - Homeroom (1pm)	
1:55 - 2:53	7	Prep	Prep	Prep	Prep	Students Dismissed Early for Staff PD	
2:55 - 3:53	8	Algebra 2	Algebra 2	Algebra 2	Algebra 2		
3:55 - 4:45	E	Prep					
4:45	D	Supervise Dismissal - Homeroom					

Sample Weekly Tutor Schedule

Sample Weekly High School Tutor Schedule						
Time	Period	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 - 8:10	B	Support Arrival/Breakfast/Silent Sustained Reading - Homeroom				
8:15 - 9:13	1	Prep	Prep	Prep	Prep	All-School Assembly
9:15 - 10:13	2	9th Grade ELA Tutorial	9th Grade ELA Tutorial	9th Grade ELA Tutorial	9th Grade ELA Tutorial	Secondary Duty/9th Grade ELA Tutorial
10:15 - 11:13	3	10th Grade Math Tutorial	10th Grade Math Tutorial	10th Grade Math Tutorial	10th Grade Math Tutorial	Secondary Duty/10th Grade Math Tutorial
11:15 - 11:50	4	Lunch				
11:55 - 12:53	5	10th Grade ELA Tutorial	10th Grade ELA Tutorial	10th Grade ELA Tutorial	10th Grade ELA Tutorial	Prep
12:55 - 1:53	6	Secondary Duty	Secondary Duty	Secondary Duty	Secondary Duty	Dismissal - Homeroom (1pm)
1:55 - 2:53	7					
2:55 - 3:53	8	9th Grade Math Tutorial	9th Grade Math Tutorial	9th Grade Math Tutorial	9th Grade Math Tutorial	Students Dismissed Early for Staff PD
3:55 - 4:45	E	Support Student Enrichment Activities (Clubs, Sports, Arts)				
4:45	D	Support Dismissal				
* Secondary Duties are activities that support the work of the school, i.e. assisting teachers, school leaders, student recruitment, Corps recruitment, etc						

Summary

Month	Instructional Days*
August	5
September	20
October	22
November	19
December	16
January	19
February	19
March	21
April	17
May	22
June	20
Total	200
* Students will be dismissed early on Fridays for Staff Development, but the 7:30 to 1pm instructional day is sufficient as a full day under Regents regulations	

Date	Event
Monday, 8/5/2013	First Day for Teachers
Monday, 8/12/2013	First Day for Tutors
Monday, 8/26/2013	First Day for Students (Student Orientation Week, Students Dismissed at 1pm 8/26-8/30)
Monday, 9/2/2013	Labor Day (No School)
Friday, 9/6/2013	Early Dismissal for Students (Staff Development)
Friday, 9/13/2013	Early Dismissal for Students (Staff Development)
Friday, 9/20/2013	Early Dismissal for Students (Staff Development)
Friday, 9/27/2013	Early Dismissal for Students (Staff Development)
Friday, 10/4/2013	Early Dismissal for Students (Staff Development)
Friday, 10/11/2013	Early Dismissal for Students (Staff Development)
Monday, 10/14/2013	Columbus Day (No School)
Friday, 10/18/2013	Early Dismissal for Students (Staff Development)
Friday, 10/25/2013	Early Dismissal for Students (Staff Development)
Friday, 11/1/2013	Early Dismissal for Students (Staff Development)
Friday, 11/8/2013	Early Dismissal for Students (Staff Development)
Monday, 11/11/2013	Veterans Day (No School)
Friday, 11/15/2013	Early Dismissal for Students (Staff Development)

Friday, 11/22/2013	Early Dismissal for Students (Staff Development)
Tuesday, 11/26/2013	Last Day of Trimester 1
Wednesday, 11/27/2013	Early Dismissal
Thursday, 11/28/2013	Thanksgiving Break (No School)
Friday, 11/29/2013	Thanksgiving Break (No School)
Friday, 12/6/2013	Early Dismissal for Students (Staff Development)
Friday, 12/13/2013	Early Dismissal for Students (Staff Development)
Friday, 12/20/2013	Early Dismissal for Students (Staff Development)
Tuesday, 12/24/2013	Winter Break (No School)
Wednesday, 12/25/2013	Winter Break (No School)
Thursday, 12/26/2013	Winter Break (No School)
Friday, 12/27/2013	Winter Break (No School)
Monday, 12/30/2013	Winter Break (No School)
Tuesday, 12/31/2013	Winter Break (No School)
Wednesday, 1/1/2014	Winter Break (No School)
Thursday, 1/2/2014	Winter Break (No School)
Friday, 1/3/2014	Winter Break (No School)
Friday, 1/10/2014	Early Dismissal for Students (Staff Development)
Friday, 1/17/2014	Early Dismissal for Students (Staff Development)
Monday, 1/20/2014	MLK Day (No School)
Friday, 1/24/2014	Early Dismissal for Students (Staff Development)
Friday, 1/31/2014	Early Dismissal for Students (Staff Development)
Friday, 2/7/2014	Early Dismissal for Students (Staff Development)
Friday, 2/14/2014	Early Dismissal for Students (Staff Development)
Monday, 2/17/2014	Washington's Birthday (No School)
Friday, 2/21/2014	Early Dismissal for Students (Staff Development)
Friday, 2/28/2014	Early Dismissal for Students (Staff Development)
Friday, 3/7/2014	Early Dismissal for Students (Staff Development)
Friday, 3/14/2014	Early Dismissal for Students (Staff Development)
Friday, 3/21/2014	Early Dismissal for Students (Staff Development)/ Last Day of Trimester 2
Friday, 3/28/2014	Early Dismissal for Students (Staff Development)
Friday, 4/4/2014	Early Dismissal for Students (Staff Development)
Monday, 4/7/2014	Spring Recess (No School)
Tuesday, 4/8/2014	Spring Recess (No School)
Wednesday, 4/9/2014	Spring Recess (No School)
Thursday, 4/10/2014	Spring Recess (No School)
Friday, 4/11/2014	Spring Recess (No School)
Friday, 4/18/2014	Early Dismissal for Students (Staff Development)
Friday, 4/25/2014	Early Dismissal for Students (Staff Development)
Friday, 5/2/2014	Early Dismissal for Students (Staff Development)

Friday, 5/9/2014	Early Dismissal for Students (Staff Development)
Friday, 5/16/2014	Early Dismissal for Students (Staff Development)
Friday, 5/23/2014	Early Dismissal for Students (Staff Development)
Monday, 5/26/2014	Memorial Day (No School)
Friday, 5/30/2014	Early Dismissal for Students (Staff Development)
Friday, 6/6/2014	Early Dismissal for Students (Staff Development)
Friday, 6/13/2014	Early Dismissal for Students (Staff Development)
Friday, 6/20/2014	Early Dismissal for Students (Staff Development)
Friday, 6/27/2014	Last Day for Students/Last Day of Trimester 3

CONDUCT AND DISCIPLINE

The Great Oaks Charter School provides a small, safe, and structured environment for the academic and social development of students. This environment is essential for student learning.

The teaching, training, and practice of conduct expected at the Great Oaks Charter School are driven by the teaching and practice of Kohlberg's Six Stages of Moral Development. We want students to behave well for all the right reasons. Teaching and learning the Six Stages takes a lifetime effort. We will start this important effort at the Great Oaks Charter School by teaching the Six Stages at Induction. Students will learn more about the Six Stages as they examine role models in the classrooms and check their decisions (both good and poor) throughout the year.

Stage 1: "I don't want to get in trouble."

We want students to behave well not because they fear punishment but because they believe it is right.

Stage 2: "I want a reward."

We want students to behave the right way because it is expected, not rewarded.

Stage 3: "I want to please somebody."

We want students behave well to please themselves.

Stage 4: "I follow the rules."

We want students to understand why they follow the rules.

Stage 5: "I am considerate of other people."

We want students to consider things from the perspective of others and act accordingly.

Stage 6: "I have a personal code of conduct."

We want students not to base their actions on fear, a desire to please someone, or even on rules. Students possess their own personal code of conduct. We learn about Stage 6 conduct through role models we learn about in classes.

ATTENDANCE POLICY

Tardies

For every unexcused tardy that causes a student to miss class time, students will receive half an absence.

Traffic or car issues are not acceptable excuses for being late to school. The only exception is when the school-provided buses are delayed. Delayed public transportation will be confirmed upon each student's arrival.

It is a late student's **responsibility** to find out exactly what work was missed as noted in the Homework Policy.

Late arrival or early departure: The school realizes that students have doctor, dentist and other appointments. Parents should make every effort to schedule these for weekends, vacation days or other times when the student is out of school.

If a student arrives to school after 1:00 PM, it will be considered an absence (whether it is for an appointment or not).

If a student is dismissed from school before 1 pm, it will be considered an absence for the day. If a student is dismissed after 1 pm, it will be considered an early dismissal.

If students are dismissed early 5 or more times in a single trimester, there will be a mandatory meeting scheduled with the parents and the student to discuss whether Great Oaks is the best fit for the student. Missing too many classes will jeopardize a student's chances of promotion because the time for learning is so precious.

In order to be dismissed early, students must have a note signed by a parent/guardian stating the reason for the early dismissal, the date, the time at which the student will be picked up from school, specifically who will be picking the student up from school (first name, last name, and relationship to student), and a phone number where the parent can be contacted for verification. Someone from Great Oaks will call home to verify every note.

A student who would like to leave because he or she is not feeling well must get the approval of the Executive Director or his designee **before calling home**. It will be at the Executive Director's or his designee's discretion as to whether or not the student is allowed to leave early.

Absences

Attendance is crucial to success at Great Oaks. Consequently we expect students to be at school every day for the entire school day.

In the case of a necessary absence:

1. Parents and guardians should **call** the school as early as possible if their child will not be attending school due to illness, religious observance, or a family emergency.

2. If you are unable to speak to someone at the front desk, please leave a message stating the student's name, the reason for missing school, a phone number where you can be reached and a convenient time to call you. Failure to do this will lead to an unexcused absence for your child.

And, students must also bring in a **note** after they are absent. All notes should be submitted the following day to the school office. The note must include:

- The date of the absence
 - The reason for the absence
 - A phone number where a parent or guardian can be reached
 - The parent/guardian signature
3. Absent students should make every attempt to get their assignments for the day they miss by calling each of their teachers, by simply calling fellow students that evening, or by stopping by the school to pick up any missed class work and homework.
4. On the day of their return, students must be prepared to hand in any homework or paperwork assigned or to take any quiz or test announced the last day they were in school.

What is an Excused Absence or Tardy?

To be considered for an excused medical absence, **the student must bring a written note from a parent or doctor**; any parent note may need to be authenticated by the Executive Director, at his sole discretion, through a note or phone call from the doctor, or it will be considered an *unexcused* absence.

The note should clearly state that the student requires special consideration in complying with the standard attendance policy.

Non-Medical Excused Absences Include:

1. A death in the immediate family (parent, sibling, grandparent, aunt, uncle, cousin)
2. Immediate family member hospitalized
3. Court appearance
4. Medical or psychological tests with note from test provider. (All tests should be made after school hours if possible.)
5. Religious holy days as defined by a religious calendar
6. Other extraordinary situations approved by the Executive Director

Unexcused Absences Include:

1. Being sick at home for more than 2 days without a doctor's note
2. Questionable chronic medical absence
3. Baby sitting
4. Family vacation
5. Trips to homeland
6. Extension of a religious or cultural holiday beyond the designated day or days on the school

calendar.

Consequences for unexcused absences: Skipping class, tutorial or required after-school tutorial is considered an unexcused absence.

A parent/guardian must come to the school for a meeting with the Executive Director to determine the reason(s) for the unexcused absence. An intervention will be put into place to ensure the end of unexcused absence that is specifically from skipping school.

Chronic Absenteeism and Tardiness: Twenty (20) absences, *excused or unexcused*, in any year will result in a student **repeating the year, withdrawing or being expelled, at the Executive Director's discretion.**

If your child is going to be absent for an extended amount of time, you should inform the Executive Director and request home tutoring.

UNIFORM POLICY

- Each student must be in complete uniform upon entering the building for any reason at any time, 7 days a week, before and after-school, and on the weekend.
- All uniforms should be purchased from the store approved by the school.
- Spare uniforms will only be provided in case of emergencies.
- If a Great Oaks student reports to school out of uniform parents will be notified and the student will be sent home or wait until a uniform is brought to school at the front desk.
- Students must be in the Great Oaks issued polo shirt or oxford shirt (with tie without writing), and navy blue pants with a solid colored belt with a simple buckle.
- Students must wear *all* black low top sneakers or all black flat closed toe shoes.
- Students may wear one piece of jewelry on their wrist.
- Students may wear small earrings without hoops.
- Students may wear a Great Oaks issued sweater or cardigan.
- Students may wear navy blue dress shorts below the knee before October 1st or after April 1st.
- Students may carry a draw string bag to class.

- Students may wear black mesh shorts and plain grey t-shirts to physical education class.

GREAT OAKS CHECK SYSTEM

Open and honest communication is important to everyone in the Great Oaks community. The Great Oaks check system is one routine way for teachers, tutors, students, and parents to monitor academic and social behavior every day, every week, and throughout the school year.

There are two ways in which Great Oaks supports students in meeting the expectations of the Great Oaks community -

First, students learn and practice Great Oaks expectations during Induction or Orientation.

Second, the Great Oaks Check system will keep track of four types of information:

1. Daily Attendance

Cumulative record of tardies and excused/unexcused absences throughout the year

2. Weekly Homework Completion

There are four categories of homework completion for each class:

- ✓ Complete = 100% complete includes correct paper heading (name, date, class)
- ✓ Incomplete = Less than 100% complete; incorrect paper heading (name, date, class) qualifies the homework as incomplete
- ✓ Missing = Homework is not turned in during homework collection time
- ✓ No Homework = Homework was not assigned in class that day

3. Points are earned when a student meets or goes “above and beyond” Great Oaks expectations. Great Oaks points may be redeemed for special events.

4. “Demerits” are earned when a student does not follow the Code of Conduct. There are consequences when a student earns multiple demerits. The more demerits a student earns, the heavier the consequence to be served.

How do Great Oaks points work?

“Above and Beyond” points are rewarded to students who go above and beyond in their respect, integrity, self-discipline, and excellence towards themselves and others. Students may redeem points at the Student Store.

Points: Students earn points when they exhibit small acts that demonstrate respect, integrity, self-discipline and excellence. These are included but not limited to: being seated quietly before the bell, holding doors, lining up quietly without being asked, and being polite. Students earn points for going above and beyond normal expectations. These points are awarded for acts such as demonstrating integrity, helping another student, demonstrating personal responsibility or cleaning up without being asked.

How Does the Great Oaks Check (GO Check) Work?

Great Oaks points and demerits will be tracked on the Great Oaks Check. Checks will be distributed to students on a weekly basis. A parent/guardian must review the check with the student. **All parent(s)/guardian(s) must check and sign the *Weekly GO Check*.**

Students can keep up with their Great Oaks point and demerit totals each day by keeping a daily tally. Great Oaks points earned will be accounted for daily. Great Oaks point and demerit totals will be posted every day.

Demerits earned for the week will reset to zero as long as the student has paid his/her consequences for the week. If a student has not completed their consequences for the week, s/he will serve the consequences Friday afternoon. Students must return to school with a parent/guardian the following Monday to meet with the Leadership Team if weekly consequences are not served. Tutors and faculty will communicate the status of each student to the student and parents weekly. The system will provide a consistent way for parents, students, teachers and tutors to monitor the students' progress.

What are Demerits?

<u>TIER 1 DEMERITS</u>	<u>Description</u>
<u>Choices worth 1 demerit each for unprofessional behavior.</u>	<ul style="list-style-type: none"> • Food, drinks, candy, or gum chewing • Noisemaking • Off-Task • Dress-code infraction • Unprepared for class • Inappropriate Hallway Behavior • Not cleaning • Unprofessional behavior • Wasting Time

<u>TIER 2 DEMERITS</u>	<u>Description</u>
<u>Choices worth 4 demerits</u>	<ul style="list-style-type: none"> • Disrespect • Electronic equipment • Tardy for class • Horseplay • Defacing school property • Dishonesty

<u>Tier 3 – Automatic Suspension</u>	<u>Description</u>
<u>Choices worth automatic suspension</u>	<ul style="list-style-type: none"> • Extreme disrespect • Physical and emotional threat • Theft • Unexcused Absence

What are Consequences?

Consequences for behavior are directly related to the number of demerits a student has accumulated for the **day and week**. All detention responsibilities must be served by the end of each week. Un-served detention time at the end of the week will result in a Friday Detention to pay off the remaining debt.

There are five levels of consequence at the Great Oaks Charter School.

<u>Violation(s)</u>	<u>Consequences</u>
LEVEL 1: 4-6 demerits in one day	1-day detention
LEVEL 2: 7-10 demerits in one day	2-day detention
LEVEL 2: 11-14 demerits in one day	3- day detention and silent lunch
LEVEL 3: 15-19 demerits in one day	3- day detention and 1 week silent
LEVEL 4: Safety violations or 20 demerits in one day	1 day suspension and parent meeting to re-enter school. Student will be given an assignment to complete upon re-entry before parent meeting. Each day the meeting doesn't happen will be counted as an unexcused absence.
LEVEL 5: Repeated Tier C behavior or fighting	Withdrawal: Repeated Tier C behavior Expulsion: Any behavior that is dangerous to a student and the Great Oaks community will be immediate grounds for suspension/expulsion.

*Remaining detention debt will be paid off through a 1-hour Friday detention

Detention:

How students know if they have detention:

1. Students will keep track of their daily demerit count.
2. Students will confirm their number with the daily demerit and point post.
3. Parents will be notified by the student's tutor, teacher, or administrator every evening if and when the student has detention the following day.

For detention, students must copy the protocol for the entire time period. If the student copies the protocol diligently, s/he may earn the option of silently working on homework for the last thirty minutes. If s/he chooses to sit silently, s/he will not earn the option of starting your homework, and

s/he will still be held to the same expectations.

SUSPENSION/EXPULSION: Choices that will send a student to suspension or expulsion

Violations in this category threaten the safety of anyone in the Great Oaks community and the community environment. Safety violations result in immediate severe consequences and they are the only type of violations that may lead immediately to expulsion. Police may also be notified when the situation warrants it. The following list is not a comprehensive list.

Setting off false fire alarms – Students may not set off false fire alarms.

Bullying – Harassment, threats, or intimidation of any member of the school community is not tolerated.

Stealing – No stealing, losing, or damaging someone else’s property or school property. In addition to facing consequences for violation of this rule, students are expected to return property to its rightful owner in its original condition or to reimburse the owner and/or the school for lost, damaged, or stolen property.

Inappropriate Touching – Students may not make unwanted sexual advances toward or commit sexual harassment of any members of the school community. Sexual harassment is not tolerated.

Horseplay or Roughhousing – No fighting at Great Oaks or any other school. Harassing, pushing, or any form of unwanted physical contact is not tolerated. Any physical fight will result in expulsion.

Using or possessing a weapon – (automatic expulsion) Students may not possess, use, or bring a firearm, mock fire arm, or a weapon of any sort to school. Students may not use any object in a dangerous or threatening manner or have a weapon on him/her on his/her property.

Arson - (automatic expulsion) Students not set a fire.

Possessing, using, selling or transferring of a controlled substance or tobacco products – Students may not sell, distribute, or possess with intent to sell or distribute a prescribed or non-prescribed controlled substance, cigarettes, chewing-tobacco, or other tobacco products.

Suspension

Suspension is a serious consequence. It is put into place when a student displays repeated or extreme misbehavior.

Teaching and tutoring are very important to a student's learning experience. Great Oaks is committed to ensuring this learning time is protected for each student.

Great Oaks Charter School intends to meet the needs of all of our students through an environment that balances high expectations with caring relationships between staff and individual students.

In the event that a short-term or long-term suspension is deemed necessary, we will act in full compliance with state and federal laws.

Good cause for suspension or expulsion may include:

- Continued and willful disobedience
- Open defiance of authority
- Stealing
- Damaging of school property
- Possessing, using or being under the influence of illegal drugs or alcohol at school
- Trying to injure another member of the Great Oaks community
- Possession of a gun on school property or at a school function

Short-term suspension is defined as removing the student from the regular educational program for up to 10 days. Consistent with the rights of due process, the following procedural steps will occur prior to any short-term suspension:

1. Oral or written notice of what the student is accused of doing and the factual basis for the accusation
2. An explanation of the evidence on which the charges were based, if the student denies the charges
3. An informal hearing or meeting with the school leader before the student is removed from the school, during which time the student and his or her guardian have the opportunity to explain the student's side of the story and request an alternate course of action.

Long-term suspension is defined as removing the student from the regular educational program for 10 days or more. Consistent with the rights of due process, the following will occur prior to any long-term suspension:

1. Written notice of what the student is accused of doing and the factual basis for the accusation

2. An explanation of the evidence on which the charges were based, if the student denies the charges
3. An informal hearing or meeting with the school leader before the student is removed from the school, during which time the student and his or her guardian have the opportunity to explain the student's side of the story and request an alternate course of action.
4. A formal hearing before a closed session of the Great Oaks Charter School Board of Trustees as soon as is possible.
5. Prior to the formal hearing, the student will receive written notice of
 - a. The specific charges that would allow the school to suspend or expel him or her;
 - b. The witnesses to appear against him or her as well as a report of the facts to which the witnesses will testify;
 - c. The student's right to defend him or herself and to bring an attorney
6. At the hearing, the student will have an opportunity to:
 - a. Defend him or herself;
 - b. Present witnesses on his or her behalf;
 - c. Present signed statements by witnesses on his or her behalf;
 - d. Face and question the witness for the school

The hearing will be held in a closed session of the Board to protect the student's privacy, but the final Board vote on the suspension/expulsion decision will be held in public, using only the student's initials.

Expulsion

In extreme cases, the expulsion of a student from Great Oaks Charter School may be deemed necessary. The following due process will occur prior to any student being expelled:

1. Written notice of what the student is accused of doing and the factual basis for the accusation
2. An explanation of the evidence on which the charges were based, if the student denies the charges
3. An informal hearing or meeting with the Executive Director before the student is removed from the school, during which time the student and his or her guardian have the opportunity to explain the student's side of the story and request an alternate course of action.
4. A formal hearing before a closed session of the Great Oaks Charter School Board of Trustees

as soon as is possible.

5. Prior to the formal hearing, the student will receive written notice of:

- a. The specific charges that would allow the school to suspend or expel him or her;
- b. The witnesses to appear against him or her as well as a report of the facts to which the witnesses will testify;
- c. The student's right to defend him or herself and to bring an attorney

6. At the hearing, the student will have an opportunity to:

- a. Defend him or herself;
- b. Present signed statements by witnesses on his or her behalf;
- c. Face and question the witness for the school

The hearing will be held in a closed session of the Board to protect the student's privacy, but the final Board vote on the suspension/expulsion decision will be held in public, using only the student's initials.

CHEATING VIOLATIONS

Violations in this category threaten our ability to successfully fulfill our mission of college success. Cheating violations represent actions in which students receive or give unauthorized help on any assignment. Committing a cheating violation represents an act of academic dishonesty – essentially students are lying about the work that they or others are completing. Without academic honesty, we cannot be sure if students are making actual academic progress towards our learning goals.

Examples of cheating include:

- a. Any indication of copying another person's work during an exam, during any other assessment, or while completing an assignment including homework;
- b. allowing someone to copy work on an exam, quiz, assessment or assignment;
- c. using any unauthorized materials not specifically approved by the instructor during any exam or for any academic assignment;
- d. collaborating on any group or individual assignment without the direct permission of the

- instructor;
- e. altering' graded work after it has been returned, then submitting the work for re-grading;
 - f. stealing, reproducing, circulating, or otherwise gaining access to examination materials prior to the time authorized by the instructor;
 - g. intentionally continuing work on an exam or assignment after the allocated time has elapsed;
 - h. citing a source that does not exist, attributing to source ideas and information that are not included in the source, or citing a source in a bibliography when the source was neither consulted nor cited in the body of the paper;
 - i. inventing data or statistical results to support conclusions unless permitted by a teacher for a specific assignment.

Examples of plagiarism include:

- a. copying another student's work and submitting it as one's own work;
- b. using any other person or organization to prepare work and then submitting it as one's own;
- c. quoting or paraphrasing the thoughts of another writer without acknowledgement.
- d. copying and using information from websites or other sources without properly citing the source.
- e. claiming another student's work and submitting it as one's own work by writing one's name in the heading

Procedures for Cheating Violations

1. The staff member will initially meet with student to examine the evidence of potential cheating violation.
2. If the staff member is certain of the cheating violation at hand, the Executive Director will meet with the student(s) and the staff member to discuss the circumstances.
3. The Executive Director will communicate with parents as soon as possible to inform them of the process and to allow them an opportunity to come in for a meeting to discuss the situation.
4. The Executive Director will determine if the student(s) is responsible for a cheating violation and what the appropriate consequence should be using whatever evidence is available.

5. The consequence and violation will be recorded and student's teachers, tuors, and family will be informed.

Consequences for Cheating or Plagiarizing

Cheating violates the trust and integrity of our community. For a student to put his/her name on work that he/she did not do shows a disregard for the values of the school. The student is placing a grade above the skills learned through the assignment and their trust and reputation within the community. To do this taints the student's reputation for honesty and trust, and reputation, like trust, is very difficult to re-build.

Consequences for cheating violations may include:

- ✓ Zero on the assignment
- ✓ Exclusion from monthly and/or year-end field trips
- ✓ In-class or out-of-school suspension
- ✓ A written apology to the teacher and/or community for violating trust
- ✓ An intervention plan to establish trust that may include staying at school to do homework to ensure the integrity of the work

For repeated acts of cheating (more than three times), the student, parent/guardian, teacher(s), tutor, and Executive Director will create an Intervention Plan to prevent the student from further cheating violations and to support the student in making good choices. The plan will be evaluated at intervals to be set for individual.

Student Searches

To ensure safety of students and staff, Great Oaks Charter School maintains the right to search students and their property. Lockers and student storage space are owned by Great Oaks. Therefore, students should have no expectation of privacy in these areas. Such areas are subject to canine searches and to random searches by school officials at any time.

Show Stoppers

Great Oaks Charter School maintains the right to stop the school day when school safety is compromised and if vandalism or theft has occurred.

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

Name: Joseph P. McDonald

Charter School Name: Great Oaks Charter School

Charter School Address: c/o Great Oaks Foundation, 239 Greene Street, 4th Floor, New York, NY 10003

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): **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 are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

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

Background

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

I have been working with Michael Duffy and Ben Carson of the Great Oaks Foundation for nearly a year to develop an NYU teacher education program

focused on ELA/Literacy at the Great Oaks Charter School in Newark, New Jersey. The program has been approved by the NYU faculty and Graduate Commission and is now pending approval by the New York State Department of Education. In the process of designing the program, I visited the Newark school twice, and also the Match School in Boston which the Foundation has replicated in Newark and hopes to replicate in New York City.

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

I believe that the proposed school will serve a great need in lower Manhattan for more secondary school capacity, and that it will be especially well suited to serve an unusually diverse student body in inventive and accountable ways. As a citizen of lower Manhattan (CSD 2), and an educator, I wish to contribute to this effort, and believe that my contributions will be useful.

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

I am not currently serving as a board member, nor have I ever served in that capacity – whether for a school or any not-for-profit corporation. However, I do have a long career as an educator that equips me well, I think, to serve in this case. For example, I was a secondary teacher for 17 years, and a secondary principal for 3 years. As a member of the education faculty first at Brown and now NYU, I have overseen partnerships between the university and local schools. These partnerships have focused on both teacher education and school development. I am the sole or principal author of nine books about schooling, and have consulted with many charter and other public schools on diverse issues that include school design, accountability systems, teaching, school leadership, and the scaling up of school designs.

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

This does not apply to me. Yes.

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

and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
 I / we do not know any such persons. Yes.
If your answer is yes, please indicate the precise nature of your relationship here:

As described above, I have worked with Great Oaks Foundation (on a non-compensated basis) for the last year to design a new NYU teacher education program associated with the Great Oaks charter school in Newark, NJ.

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
 I / we do not know any such persons. Yes.
If yes, please indicate the precise nature of your relationship here:
11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
 No. Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

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

I would confront such member(s) at a meeting of the full Board and ask them to resign from the Board. I would also report my apprehensions to the New York State Department of Education.

Educational Philosophy

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

Although the new school is likely to have some design features that are unique to its context, it will largely follow the design of the highly successful Match School in Boston. Thus it will be untracked, providing a rigorous curriculum for all students focused on college preparation, but also well equipped with tutorial supports to help even the most struggling students succeed. The supports will include a tutor corps of recent college graduates, technology and other learning supports, and personal and small-group attention within a school-day stretched to accommodate them. A hallmark of the school will be appreciation of the uniqueness of every learner combined with unanxious expectation of high intellectual achievement for all. The school will be especially focused on developing strong levels of trust between students and teachers, and between parents and teachers. Students and parents both will perceive what the school does as being resolutely in their interest. Similarly, the school will foster trust among teachers – a sense that they can and must work together to ensure their students' success.

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

Key elements include strong focus on the New York State Common Core Standards; suffused focus on literacy; college readiness for all – including experience by grade 12 of AP-level work; independent and small-group work to support coursework; opportunities to take college courses while still in high school; and strong focus on citizenship as a concept and a practice relevant to daily life in the school.

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

Key elements include a spirit of innovation combined with attention to data; a willingness to invite and act on two levels of feedback – both

the kind that causes one to revise a policy or system, and the kind that causes one to rethink it; a willingness to insist upon accountability at all levels for achievement of the school's mission. I think Boards do best when they insist on these and other broad principals, and pay close attention to their enactment – but when they otherwise refrain from involvement in the day-to-day management of the school.

Other

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

My understanding is that Board Members are collectively responsible both legally and ethically for ensuring that the charter school remains faithful to the charter it was granted, that it operates safely and exclusively in the interest of the students and families it serves, and that it complies with all laws and relevant policies.

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

Yes, I have read the charter school application, board by-laws, and proposed policies.

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

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

STATEMENT OF ASSURANCE

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

Joseph P. McDonald Signature 2-7-12 Date

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

Business Telephone: [Redacted]
Business Address: [Redacted]
E-Mail Address: [Redacted]
Home Telephone: [Redacted]
Home Address: [Redacted]

Curriculum Vitae
Joseph P. McDonald

Education

Harvard University

Doctor of Education, 1986. Administration, Planning and Social Policy.
Dissertation: *Raising the Teacher's Voice in Collaborative School Improvement Projects* (AAT8620714 DAI-A 47/06, p. 1932). Chair: Sara Lawrence Lightfoot; committee members: David K. Cohen and Harold Howe III.
Master of Arts in Teaching, 1972. English Language and Literature.

University of Scranton

Bachelor of Arts, 1969. English, magna cum laude.

Professional Appointments

New York University, Steinhardt School of Culture, Education, and Human Development. 1998–present

Professor of Teaching and Learning, 1998-present.
Chair of the Teacher Education Working Group, 2005- 2007, 2010-present.
Member of the Teacher Education Council, 2004-present.
Director of the Metro Learning Communities Project, Metropolitan Center for Urban Education, 2009-present.
Associate Dean, 2004–2007. Academic Affairs, Community and Global Initiatives.

Brown University, 1986 – 1997

Director of Research, Annenberg Institute for School Reform, 1994 -1997.
Senior Researcher, Coalition of Essential Schools, 1990 -1994. ,
Clinical Professor of Teacher Education, 1986 -1990. Led the Master of Arts in Teaching and undergraduate teacher education program in English.

University of Minnesota, 1992-2000

External Faculty, Bush School Leadership Program, Carlson School of Management

Rostock University, Germany, 1988-1989

Visiting Professor, April 1988, August/September 1989.

Watertown Public Schools, Watertown, MA, 1973 – 1986

Director and Teacher, Interdepartmental Studies Program, 1981-1986.
Principal, 1978 – 1981
English teacher, 1973- 1978

St. Joseph's High School, Metuchen, NJ, 1970 - 1973

English and drama teacher

Byram Hills Middle School, Armonk, NY, 1969-70

Teacher/Harvard intern.

Selected Publications

Books

- Cities and Their Schools.*** Principal author with Jolley Christman, Thomas Corcoran, Norm Fruchter, Milbrey McLaughlin, Gordon Pradl, Gabriel Reich, Mark Smylie, and Joan Talbert. Manuscript under contract with the University of Chicago Press.
- Going Online with Protocols: New Strategies for Teaching and Learning in the 21st Century.*** Lead author with Janet Zydney, Alan Dichter, and Beth McDonald. Teachers College Press in press. Expected publication: spring 2012.
- Going to Scale with New School Designs: Reinventing High School.*** Lead author with Emily Klein and Meg Riordan. Teachers College Press. 2009.
- The Power of Protocols: An Educator's Guide to Better Practice.*** Lead author with Nancy Mohr, Alan Dichter, and Elizabeth C. McDonald. Teachers College Press, 2003. Second edition, 2007, third edition planned for 2013.
- School Reform Behind the Scenes.*** Lead author with Thomas Hatch, Edward Kirby, Nancy Ames, Norris Haynes, and Edward Joyner. Teachers College Press, 1999.
- Doing What You Mean to Do in School Reform: Theory of Action in the Annenberg Challenge.*** Editor and co-author with Donald A. Schon. Annenberg Institute, Brown University. 1998.
- Redesigning School: Lessons for the Twenty-first Century.*** Sole author. Jossey Bass, 1996.
- Graduation by Exhibition.*** Principal author with Eileen Barton, Sidney Smith, Dorothy Turner, and Marion Finney. Association for Supervision & Curriculum Development, 1993.
- Teaching: Making Sense of an Uncertain Craft.*** Sole author. Teachers College Press, 1992.

Chapters

- The National Writing Project: Scaling up and down.** With Judy Buchanan and Richard Sterling, in Sue Bodilly and Thomas Glennan (Eds.), *Scaling Up Reform Interventions*. Santa Monica: Rand, 2004.
- High school in the twenty-first century: Managing the core dilemma.** In Floyd Hammack (Ed.), *Is There a Future for the Comprehensive High School?* Teachers College Press, 2004.
- World's fair: Sixty years of American education in and around a former dump.** In Wolfgang Holtkamp (Ed.), *Rediscovering America: New Approaches to American Culture*. Metzler Verlag Stuttgart, 2001.
- Students' work and teachers' learning.** In Ann Lieberman and Lynne Miller (Eds.), *Caught in the Act: Professional Development for Teachers*. Teachers College Press, 2001.

Below the surface of school reform: Vision and its foes. In Robert Glaser and Leona Schauble (Eds.), *The Contributions of Instructional Innovation to Understanding Learning*. Lawrence Erlbaum, 1996.

Funded Projects

Partnership Challenge Research. New York University Challenge Grant. Principal Investigator. Co-investigators: Robert Tobias, Rosa Pietanza, Selcuk Sirin. Mixed-methods investigation of the NYU-NYC Partnership Schools initiative. 2010-2011.

EXCEL Project. Teagle Foundation and Squire Family Foundation. Co-Principal Investigator with Glynda Hull. Development of a college readiness writing program for students in two South Bronx high schools, and research on its impact. 2009-present.

Partnership Schools Project. US Department of Education (TQE), the Petrie Foundation, and the Annenberg Foundation. Principal Investigator. Development of a network of NYU Partnership Schools supporting teacher education – pre-service through in-service - in three high-need neighborhoods: Lower East Side, East Harlem, and the South Bronx, 2004-present.

Cities and Schools Project. Spencer Foundation and Annenberg Foundation. Principal Investigator. Study of School Reform in Chicago, New York, Philadelphia, San Diego, and the San Francisco Bay Area. Co-investigators: Jolley Christman, Thomas Corcoran, Norm Fruchter, Milbrey McLaughlin, Gordon Pradl, Mark Smylie, and Joan Talbert. 2003-present.

Metro Learning Communities. Bay and Paul Foundation, and contracts with CEI-PEA and other sources. Principal Investigator. Consulting to New York City schools in facilitative leadership and the development of professional learning communities. 2002-present.

Small High School Scale-Up Study. Noyce Foundation. Principal Investigator. Study of the effort of the Providence-based Metropolitan Regional Career and Technical Center (MET) to create new small high schools in Chicago, Denver, Oakland, and other sites. The effort is funded by the Bill and Melinda Gates Foundation. 2002-2005.

Report on the Urban High School. Spencer Foundation. Co-Principal Investigator with Will Jordan. Report on the proceedings of a Spencer Foundation Conference on Research and the Urban High School. 2001-2003.

Urban School Reform Project. Spencer Foundation planning grant. Principal Investigator. Study of School Reform in Boston, Chicago, New York, Philadelphia, San Diego, and the San Francisco Bay Area. Co-investigators: Anthony Bryk, Jolley Christman, Thomas Corcoran, Norm Fruchter, Milbrey McLaughlin, Barbara Neufeld, Gordon Pradl, Mark Smylie, and Joan Talbert. 2001-2002.

University Neighborhood High School/NYU Partnership. SMBC Global Foundation. Principal Investigator. Development and ongoing support of a Professional Development School in New York City. 1999 - 2004.

Study of Teacher Networking in the Humanities. Woodrow Wilson Foundation. Principal Investigator. 2001-2002.

Cross-Site Research Project, Annenberg Challenge. Annenberg Foundation. Co-Principal Investigator. With Donald Schon. 1995-1999.

Atlas Seminar. Spencer, MacArthur, and Rockefeller Foundations. Associate Investigator. Collaborative exploration of school reform: Harvard University, Brown University, Yale University, Education Development Center. 1993-1996.

Exhibitions Project, Coalition of Essential Schools. IBM Corporation, the UPS Foundation, New York State Education Department. Principal Investigator. Study of school design. 1990-1995.

Hope High School/Brown University Partnership. Danforth Foundation and the Providence Public Schools. Co-Principal Investigator. Development and ongoing support of a Professional Development School in Providence, RI. 1986-1990.

Other Relevant Activities

Co-editor, Series on School Reform. Teachers College Press. With Ann Lieberman and Patricia Wasley. 1994-present.

Consultant to the Partnership in Innovation in Compensation for Charter Schools (PICCS) project. Launched in 2007 with a \$15 million grant from the U.S. Department of Education. Development of a peer-review-based compensation system for teachers at charter schools in New York City. 2007- present.

Member of the Advisory Council, Chicago Public Education Fund. 2008-present.

Member of the Advisory Board on Professional Growth for Teachers, Bill and Melinda Gates Foundation. 2010-2012

Chief Consultant to the New York State Department of Education, Academy for Teaching and Learning. 1996-2001.

Spencer Fellowship, National Academy of Education, 1989-1990

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

Name: **Robert J. Ludlum**

Charter School Name: **Great Oaks Charter School**

Charter School Address: **c/o Great Oaks Foundation, 239 Greene Street, 4th Floor, New York, NY 10003**

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): **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 are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

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

Background

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

Via Michael Duffy, a fellow planning team member.

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

I have benefited immensely from a great education. I see this opportunity as a way I can help provide that same benefit to young people in my community.

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

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

This does not apply to me. Yes.

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

If your answer is yes, please indicate the precise nature of your relationship here: **Acquaintance with prospective Board member Michael Duffy**

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

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

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

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

No. Yes.

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

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

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

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

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

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

I / we have no such interest. Yes.

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

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

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

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

members. Yes.

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

None Yes

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

I would question and investigate the situation together with the other board members. If it was determined to be true, I would bring the matter to a full meeting of the board and then possibly seek to have the person replaced on the board.

Educational Philosophy

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

The mission and philosophy to create a school where students succeed in an atmosphere of caring, individual attention, and high expectations, and to prepare students to succeed in high school and to succeed in college.

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

The educational program of the charter school will focus on high expectations, daily tutoring and strong relationships between the school, the students and their families. We are adapting the practices of the MATCH School in Boston,

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

- **Effective community outreach and engagement..**
- **Controlled build up of the curriculum and student population.**
- **High quality, committed, and passionate teaching staff.**
- **Family and parental engagement.**
- **Focus on long term success for the school, daily success for each student.**

- Prudent fiscal spending and controls.

Other

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

Together with other board members, oversee the education of all students enrolled in the school, oversee and ensure the proper expenditure of public funds provided to the charter school.

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

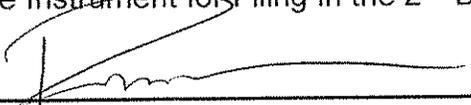
I have read and understand the charter school application, by-laws, and proposed policies.

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

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

STATEMENT OF ASSURANCE

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



7.25.12

Signature

Date

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

Business Telephone:

Business Address:

E-Mail Address:

Home Telephone:

Home Address:

Robert J. Ludlum

Professional Experience

J.P. Morgan Chase

2011 - Present

Managing Director, Treasury Services, New York Western Hemisphere Implementation Executive

Provide leadership, direction, support, and operational control, for a group of 400+ regional and global client service and implementation teams for JP Morgan's Wholesale Banking Treasury Service Unit. Teams include Legal Advisors in Global Contract Management, Client Implementation Consultants and Project Managers, Technical Implementation Specialists, Client Service Officers, and Operational Control Specialists.

- Onboard Large Corporate and Financial Institution Clients to JP Morgan's Treasury Service product suite.
- Execute negotiations as required for all legal documentation for new client business.
- Provide project management & execution for various documentation remediation and migration projects
- Globalize Implementation Processes across the organization.
- Roll out Global Contract Management resources and TS Documentation Policy to all regions.
- Support and Lead Latin American rollout and business development program.
- Execute Transformation Program and multiple business process improvement streams.
- Measure and improve Client Satisfaction and Loyalty agenda

Royal Bank of Scotland NV (Formerly ABN AMRO Bank)

Global Transaction Services, Jersey City, NJ

2008 - 2011

Executive Director, Head of Client Service and Implementations, Americas Head of Structuring, LATAM

Lead regional client service and implementation teams for Global Transaction Services for the Americas. Teams include service, documentation, electronic banking, client channel integration, implementation project managers, billing, and business performance management. Oversee all aspects of on-boarding, and after sales service and support for all wholesale client segments in the region. This includes corporate cash management, US\$ Clearing, specialized Trade support, for Global Corporate and FI Clients, and Commercial Network clients.

- Developed and implemented interim on-boarding and service models with Citizens and ABN service teams
- Executed significant program of regional separation and integration efforts of RBS including re-branding, organization alignment, product alignment, business process changes, IT integration etc.
- Reduced managed costs over 20% and continue to gain productivity efficiencies with emerging targets
- Improved Client Satisfaction and Loyalty scores, 5 points in the U.S., and 15 points ahead in Mexico, through the most challenging period for staff and customers
- Improved turn-around times on account opening by 6% in the region and improved time to revenue by 2%
- Improved Employee Engagement, with the Leadership and Engagement indexes up over 8 % each
- Coordinated global implementation governance between the regions through 2009
- Member of the GTS Americas Board and the Global GTS Senior Leadership Team

GTS Head for Chile, Colombia, Venezuela, and Argentina, and responsible for executing the GTS non-core sale and restructuring program for those non-core classified countries.

- Responsible for the GTS P/L for Chile, Colombia, Venezuela, and Argentina
- Improved revenue in 3 of 4 countries in 2009 despite being classified as non-core
- Improved profitability 140% (EF: from 77% to 37%)
- Successfully lead country teams during time of significant change and uncertainty
- Achieved the highest Client Satisfaction ratio's in Chile, compared to any country globally
- Successfully executed sale of Colombian business including technical separation, Partner Bank set-up, transition services agreements, and new client service model

Robert J. Ludlum

Global Transaction Services (Cash Management & Trade), Amsterdam

2004 - 2008

Corporate Director, Regional Head of Cash & Trade Implementations EMEA

Provided operational direction and leadership support for the international cash management and trade business across Europe. Lead a team of project managers, documentation specialists, legal advisors and channel specialists, with a portfolio of customer projects

- Aligned all resources and groups, from IT and channel integration to legal, credit, and operations
- Improved sales hit ratio by 30% by aligning with Sales teams to improve client pitches and sales support
- Developed quarterly activity and resource plans to meet product/service implementation goals
- Supported major deals and key client relationships to improve client loyalty
- Provided expertise and support for sales pitches, new product pilots, and internal improvement projects
- Ensured all agreed project plans, complexity forecasts, cost projections and reporting as required
- Develop and execute best practices on implementation governance across, and between regions
- Upgraded talent pool and improved employee engagement by 40%, while keeping attrition below 5%
- Improved client satisfaction with implementations and account opening service delivery to 98%
- Increased on-time/early client delivery from 75% to 96% and resulting in improved revenue generation

Global Transaction Services (Working Capital), Amsterdam

2000 - 2004

VP, Senior Product Manager – Cash Management Delivery Channels

- Responsible for electronic banking channel (MultiCash) in Europe supporting 7,000 clients in 10 countries
- Managed existing solutions including functional enhancements, testing, marketing, IT operations
- Developed and maintained strategy and planning for shift of functionality online
- Developed new web solutions for emerging markets countries (Turkey, Russia)
- Developed and implemented SLA's and benchmarks to improve productivity and service
- Monitored and optimized channel performance resulting in a 4-fold reduction in service requests
- Managed PKI solution including wind down, operations, equity stake (Identrus) and communications
- Embedded PKI solution into ABN AMRO as standard security option and shared service for delivery channels
- Outsourced Identrus/PKI solution to a third party resulting in 3-fold cost reduction
- Commercialized PKI solution with global pharma client resulting in €900,000 in new revenue
- Developed marketing and communication material for internal and external uses
- Managed vendor relationships and reviewed partnership opportunities where appropriate
- Developed new opportunities and business cases as required for senior management review

Global Transaction Services, Amsterdam

1999 - 2000

VP, Strategy Development and Business Architecture

- Functioned as 'internal consultant' for GTS senior management related to prioritising investments
- Member of the GTS Strategy Development Team, and FI & e-Commerce Strategy Teams
- Initiated and facilitated the GTS strategy development process and aligned with other business units
- Co-ordinated GTS e-Business "strategic plays" and potential marketplaces to identify revenue opportunities
- Determined development priorities for IT projects including launch of the award winning MaxTrad Solution
- Developed modelling to articulate current and future state business processes (architecture) for GTS
- Monitored, guided and sanctioned project scopes in conjunction with business owners and project managers

Global Transaction Services, Amsterdam

1998 - 1999

VP, Marketing Sales and Service, Global Trade Sales

- Sold Trade Services and Finance solutions to global corporate and financial institution clients
- Rolled out core sales processes and tools in set up of new global business unit (GTS)
- Closed first-ever 'global' trade deal (US\$1MM/yr) including the first global service levels, global pricing
- Advised country and bank risk management on deals/transactions in risk challenged countries
- Developed new fee sharing model to facilitate network co-operation among branches and improved MI
- Established formal links between global trade services group and global trade and commodity group

Robert J. Ludlum

- Enhanced Global Partnership Program for FI's (fee sharing and white labeling) and rolled out to RB's
- Introduced and implemented off-shore issuance capability for large European import/retail client
- Developed global sales toolkits, e.g. proposals, wallet sizing sheets, manuals, etc.
- Assisted in vendor selection, development, testing, governance, & rollout of global CRM tool
- Implemented new policies and procedures to generate additional revenues and increased RAROC
- Wrote various articles for internal publications and developed global marketing material for the group
- Developed tactical marketing and sales plans with European Branches
- Trained internal staff & clients on introductory and advanced trade services/finance skills

First Union, Capital Markets Group, Atlanta, GA & Nashville, TN

1993-1998

Vice President, Global Trade Services Sales

- Sold trade and commodity finance solutions to large corporates and downstream financial institutions
- Achieved significant revenue growth and profitability (Increased x10 in 5 years)
- Coordinated sales activities with relationship bankers and cross-sold other services such as FX and Trust
- Structured trade finance transactions utilizing programs including: EX-IM Bank, FCIA, and a forfait markets
- Focused on capital equipment exporters and soft commodity traders (Cotton, Cocoa, Grain, Fertilizer, etc.)
- Advised customers on payment alternatives, risk mitigation strategies, financing sources and related needs
- Negotiated legal documentation with customers and legal counsel in order to close deals and assisted credit officers in the credit underwriting process
- Acted as primary liaison between trade banking and relationship bankers

ABN AMRO Bank NV, Boston, Massachusetts

1987-1993

Trade Finance Manager/Credit Officer (Boston)

- Sold trade services and trade finance to large corporates and financial institutions
- Managed end-to-end credit administration function for the branch including implementation of Basel I and all primary interface for all audit teams (internal, external, Fed & State)
- Performed formal credit analysis as needed for select client portfolios
- Structured trade finance transactions with key clients from origination through to closure
- Managed all branch Trade Operations
- Implemented new software solutions for customers improving deal wins and increased revenue

Letter of Credit Specialist (AMRO New York)

- Focused on Export L/C and Standby L/C operations
- Implemented new software for SBLC's and risk participations and backed up loan operations

Bank of Boston, Boston, Massachusetts

1985-1987

Sales Representative/International Officer, Trade Services

- Sold Trade Services and EB solutions to U.S. based corporates and financial institutions
- Developed and ran training sessions and seminars for customers and prospects
- Assisted in the development of direct mail and advertising campaigns
- Developed & implemented new pricing/cost structure to increase margins and competitiveness

Trade Services Representative

- Responsible for entire spectrum of trade services operations for key clients
- Called on customers for client management and development

Bank of New England, Boston, Massachusetts

1982-1985

- Trade Services Specialist
- Commercial Finance Operations

Robert J. Ludlum

Education

Academic History:

MBA, International Business
BS Business Administration

Georgia State University, Atlanta, Georgia
Northeastern University, Boston, Mass

1997
1991

Languages:

Fluent in English, Basic Knowledge in Dutch

School Trustee Background Information

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

Name: Kate Hayes

Charter School Name: Great Oaks Charter School

Charter School Address: c/o Great Oaks Foundation, 239 Greene Street, 4th Floor, New York, NY 10003

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): **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 are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

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

Background

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

I became aware of the school through a friend Michael Duffy. Michael and I met a few years ago through a friend in common and I had been in touch with

him in recent years as I was trying to make school decisions for my son, Seth. I have known about Michael's involvement with Charter Schools and had reached out to him for thoughts and advice. Michael contacted me last summer to ask if I'd like to get involved with the Great Oaks Charter School in Community School District 2, knowing that I was a resident and parent-concerned about school choice in the district.

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

I am honored that I was given the opportunity to work on this project and to be considered as a potential board member. As a member of the community, I feel it is important to be active, vocal and involved with the issues which are important to my family and community at large. I hope that my involvement with this project will allow other families to experience the benefit of having more choice for middle/high school options within the district.

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

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction. This does not apply to me. Yes.

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
 I / we do not know any such persons. Yes.
If your answer is yes, please indicate the precise nature of your relationship here:
**My husband has met Michael Duffy socially in the past.
I have been working with the other potential board members over the past 6 months or so, as we have been working together on the planning committee for the school. I have not previously known any of the board members, other than Michael Duffy, before joining the planning committee.**
10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
 I / we do not know any such persons. Yes.
If yes, please indicate the precise nature of your relationship here:
11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
 No. Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes.
14. If the charter school is partnered with an educational services provider,

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

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

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

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

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

None Yes

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

I would hope we would not encounter this situation, but if it were to occur, I'd confront the individual suspected of such activity and ask for more information/clarify the situation. If, after talking to that individual, it became clear that there were issues, I'd bring this to the entire board for discussion. If final conclusions were drawn regarding conflict/wrong-doing, we'd ask the board member to step down from their position.

Educational Philosophy

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

The mission of Great Oaks Charter School is to prepare students for college success.

The philosophy of the school will revolve around both individual attention and relationships. Great Oaks will also be a "No Excuses" school, which will encourage this as the culture among students/parents/families.

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

The educational offering will be unique, since students will have tutoring each day for 1-2 hours. This high level of individual attention will allow students to build relationships and boost their academic performance. We

also expect to have high academic expectations of all students.

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

In order to build and maintain a successful charter school, we must first build a mission, philosophy and educational plan, which is realistic and attainable. Our role in building the school is critical and we will need to communicate openly and often. As the school gets off the ground it is critical that we remain aligned with our original goals, while at the same time being open to change where needed. Having flexibility will be critical, since it's expected that not everything will go according to plan. As the group that is here to offer guidance and help build as successful school, we are accountable to be ethical and honest in all our work.

Other

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

The board is here to provide guidance and ensure that the school is operating in compliance with its charter. We also need to set goals for the future, play a role in hiring key staff members, as well as oversee fundraising and other budgetary items. We are responsible for handling complaints and ultimately accountable for the success or failure of the school.

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

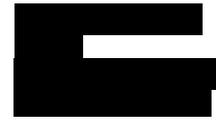
Yes, I do understand my role and have read all materials.

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

I would like to thank you for your consideration of Great Oaks Charter School.

KATE E. HAYES

Medical Device & Biotechnology



HIGH POTENTIAL SALES MANAGER with over 12 years of experience within J&J. Held positions within four operating companies spanning pharmaceuticals, biotechnology, medical device and diagnostics.

- ✓ Excellent track record of success, including all annual ratings which have *NEVER* been lower than a 6 (even in new roles).
- ✓ Unique skill set with experience in sales, management and operations.
- ✓ Established leadership skills including internal promotions, cross company and cross sector exposures.
- ✓ Focused on personal/professional development in order to contribute at higher levels within the organization.

TOP STRENGTHS

- Futuristic
- Communication
- Activator
- Maximizer
- Positivity
- Woo
- Competition

TOP COMPETENCIES

- Sales Leadership
- Project Management
- Operational Efficiency
- Self Development
- Delivering Feedback
- Written and Oral Communication
- Cross functional collaboration

AWARDS & RECOGNITION

- 2010: Ambassador's Club**
- 2008: Infinity Cup and Teal Diamond**
- 2007: Quarterly Infinity Cup**
- 2006: Teal Diamond Winner**
- 2005: Quarterly Infinity Cup**
- 2004: Northeast Region Rep of Year, Long Island District Rep of Year**
- 2003: President's Pinnacle Club & RBD Award Trip**
- 2002: Ortho Evra Launch Contest, Highest Share Club & RBD Award Trip**
- 2001: High Share Club**
- 1999: District Rep of Cycle**
- 1998: RBD Award Trip**

THERAKOS

February 2010 – Present

Eastern Region Business Manager/ (Eastern US and Canada, Field Based in NYC)
Responsible for managing Eastern sales region of six people for Therakos

- Exceeded sales goal in 2010, accomplishing Ambassador Club as #1 sales manager within all of Cellular Technologies
- Finished 2011 at 103% to forecast, with increasing sales for each consecutive quarter
- Selected for SMITH J&J Women's Leadership Program (1 of only 65, considered high potential for J&J), October 2011
- Attended WHARTON executive program in "Essentials of Marketing", Spring 2011
- Created career ladder for internal account manager development which was implemented in 2011
- Two direct reports were promoted within my 1.5 years with Therakos, currently continue mentoring both
- Managed and developed two CLDP (Commercial Leadership Dev. Program) participants in full sales rotations
- Re-designed 2010 compensation plan and worked on task force for 2011 compensation plan development
- Worked on territory alignments, including two re-alignments and expansions
- Primary meeting planner for 2010 Fall CT Sales Meeting and 2011 Summer TKS Sales Meeting
- Supply Chain/Operations: Managed through several kit recalls in 2010/2011, visited manufacturing facilities for instrument (Mack), kits (Harmac) and also R & D.
- Primary project manager for the implementation of largest instrument expansion in TKS history (30+)
- Participated in development of core marketing message including advisory board and market research
- Acted as liaison between North America and Japanese Marketing teams in preparation for Japan TKS approvals
- Attended five GMT (Global Management Team) meetings in 2010 during absence of Sales Director
- TKS Business Plan development team participant for both 2011 and 2012 planning
- Major Medical Meeting Participation: ASFA, ASH, AABB, USCLC and AAD

ETHICON ENDO SURGERY

October 2008 – February 2010

Senior Sedation Account Manager/ (NYC Area, Field Based in NYC)
Responsible for market development in preparation for launch of Sedation technology

- Hired as first account manager for the new Sedation Systems division of Ethicon Endo Surgery
- Managed market creation/profiling efforts for more than 300 accounts in the New York City area
- Forged relationships with key medical society members for SGNA, ASGE, ACG, NYSGE and other GI societies- including with top leadership
- Involved with Colon Cancer awareness/screening campaign C5, based in New York City

ORTHO BIOTECH

December 2004- October 2008

Compensation Manager/ (Raritan, NJ, Corporate Office Position)

Develop and Manage compensation plan and marketing of plan for field sales force of greater than 350 people

- Design, develop, communicate and implement the field sales force incentive compensation program
- Create a marketing communication plan that creates awareness and motivates field employees
- Project manage external relationships with vendors, agencies and compensation consultants
- Responsibility for managing incentive compensation budget/ forecast

District Sales Manager / (Northern California District, Field Based SF)

Responsible for managing sales team selling into Oncology and Nephrology practices

- Managed over \$80 Million in Procrit® sales, \$5 Million in Doxil® sales and \$7 Million in Velcade® sales. Volume for both Procrit and Doxil #2 in Western Region
- 1Q08 Ranked #1 in the Nation/ 4Q07 Ranked #4 in the Nation/ 3Q07 Ranked #1 in the Nation (last 3 quarters in my district)
- Effectively manage a district of nine sales reps and a sales budget of over \$300,000
- Participation in regional and national level medical meetings for the Oncology franchise
- Coaching and training experience with sales representatives in Oncology, Gyn- Oncology, Women's Health, Internal Medicine, Long Term Care, Nephrology, Urology and Endocrinology

ORTHO Mc-Neil PHARMACEUTICAL

August 2001- December 2004

Feb 1998- Nov 1999

Sales Representative/ (Manhattan & Queens, Field Based NYC)

Specialized in sales for Women's Healthcare market

- Launched two new products in the GYN market and attained top 5% regional status for both
- Researched, developed and implemented a program to increase use of Ortho Evra with targeted GYN practices – program was adopted on a regional and national level for wider distribution
- Participated in field sales advisory boards, including the 2004 Field Sales Advisory Board, Territory Planning Task Force, 2003 Field Sales Advisory Board, New Dialpak Launch and Company Intranet
- Successfully trained several new sales representatives, one of whom won Rookie of the Year and Presidents Cup in his first year with the company
- Project Manager/Organizer for over 15 district and territory wide speaker/marketing programs

EDUCATION

B.A. - JUSTICE- American University 1996 GPA: 3.3

Study Abroad: London Spring 1994 and Netherlands Summer 1995

COMMUNITY INVOLVEMENT

Planning Committee Member, Great Oaks Charter School
Corlears School Annual Auction, Committee Member

PERSONAL INTERESTS

Reading, writing, music, snowboarding, fashion, yoga and travel.

UPON REQUEST

Reviews for each year at J&J, References, Written Feedback & Documentation on all sales rankings and awards

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

Name: Susan M. Akselrad

Charter School Name: Great Oaks Charter School

Charter School Address: c/o Great Oaks Foundation, 239 Greene Street, 4th Floor, New York, NY 10003

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): **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 are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

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

Background

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

I was introduced to Michael Duffy, proposed Chair of the Board, through a mutual professional contact, Jay Cross, a member of the Great Oaks Foundation Board

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

I began my professional career as a school teacher and left the profession to pursue a new course in law. After 30 years as a practicing attorney, I am looking for opportunities to give back to the community in an area of critical interest and importance to me. My father was a teacher, school counselor, principal, trained in the traditions of the Normal School, who dedicated over forty years to the education of children. Moreover, I have raised two children who attended public schools and now have completed their college education. My personal and professional experience makes me well suited to a position as Board Member in the creation and start-up of this Charter School.

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

Since May 2011, I have been serving on the Board of Project Renewal, a New York city charity focused on providing, housing, health assistance, and jobs to the homeless.

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

This does not apply to me. Yes.

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

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

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
I / we do not know any such persons. Yes.
If your answer is yes, please indicate the precise nature of your relationship here:
I have been introduced to all of the other prospective Board Members currently proposed for these position and we have worked together in a number of planning sessions in our effort to create a new, viable, center of education.
10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
 I / we do not know any such persons. Yes.
If yes, please indicate the precise nature of your relationship here:
11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
 No. Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management

interest in the provider. For any interest indicated, please provide a detailed description.

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

I / we have no such interest. Yes.

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

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

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

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

Yes.

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

None Yes

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

I would first bring my concerns to the full Board of Trustees at a meeting. If those concerns were not addressed appropriately or quickly enough, I would then bring my concerns to the Regents.

Educational Philosophy

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

It is my understanding that the Great Oaks School is directed to promoting academic success and achieving the highest academic potential for New York City children so that they may be ensured success in college.

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

The Great Oaks curriculum highlights a "no excuses" philosophy

coupled with individualized, caring instruction. The program will feature well trained, experienced teachers working with motivated tutors during an elongated school day. The program will also encourage structure, accountability and advanced training opportunities for its tutors and teachers, taking advantage of the real world of the classroom to create the perfect environment for a pedagogic laboratory. Finally, students will be given the opportunity to stretch beyond the standard academic curriculum through exposure to Advanced Placement and genuine college courses.

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

A successful Charter School must always remain accountable to the ideal of excellence. This requires setting standards for its teachers, students, parents, and community that emphasizing every student can learn and each student deserves the time and effort required to reach the highest potential. Similarly, expectations need to be set for students which leave no confusion that they are responsible for their own future, and that others will only make the commitment to assist, when the student recognizes the value of that effort by meeting it in kind. Pragmatically, these objectives can only be evaluated through regular student testing, frequent, open communications among teachers and students, teachers and parents, augmented by ongoing, continuous review, observation, and training of teachers.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.
- Board members should be required to provide oversight over the activities of the Charter School and exercise some fiduciary responsibility for the well-being of the students and public funds that have been placed in the care of the Charter School.**
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
I affirm
23. Please provide any other information that you feel is pertinent to the Department's review.

Susan Mustokoff Akselrad



EDUCATION

B.S., 1974, Pennsylvania State University
M.A., 1976, English Education Temple University
J.D., 1982, Temple University Law Center

OBJECTIVE

Board Member – Great Oaks Charter School

EMPLOYMENT HISTORY

Rhodia Inc., Cranbury, NJ

Sr. Counsel, Litigation and Employment,
2004-present
Counsel, Litigation and Employment
1997-2004

Provide litigation supervision, counseling, training, for broad facets of multi-billion dollar global chemical corporation. Experienced in contract review, crisis management, supervision of labor negotiations.

Rhone-Poulenc Inc., Princeton, NJ (Predecessor to Rhodia Inc.)

Sr. Litigation Attorney
1990-1997
Litigation supervision, counseling, and training

Attorney - Independent Consultant
1990

Margolis Edelstein Scherlis Sarowitz and Kraemer, Philadelphia, PA

Associate
1982-1987

Philadelphia Board of Education, Philadelphia, PA

School Teacher,
1974-1979

Science, grades 4 - 7 to mainstream students, special education students classified L.D. (learning disabled) and E.D. (emotionally disturbed)
Second grade
Seventh grade (math)

School Trustee Background Information

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

Name: Alia Smith

Charter School Name: Great Oaks Charter School

Charter School Address: c/o Great Oaks Foundation, 239 Greene Street, 4th Floor, New York, NY 10003

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): **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 are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

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

Background

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

I've known Michael Duffy and Ben Carson from my previous work at the MATCH School in Boston, where I advised them on the creation of the Great Oaks Charter School in

Newark. When I moved to New York for graduate school, the opportunity to serve on the board seemed like a good way to get involved.

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

As both a MATCH Corps tutor and Director of the Corps, I've had an up-close experience with how effective the MATCH model can be for students. I want to be a part of providing more students with the opportunity to succeed in college, using this high quality school model.

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

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction. This does not apply to me. Yes.

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

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

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction. This does not apply to me. Yes.

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

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members. I / we do not know any such persons. Yes.

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

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

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

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

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

No. Yes.

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

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

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

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

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

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

I / we have no such interest. Yes.

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

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

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

15. Please indicate whether you, your spouse or other family member is a

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

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

None Yes

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

I would raise my concerns to the Chair at a meeting of the full Board. If I felt like my concerns weren't being addressed quickly or thoroughly enough, I would then share my concerns with the State Education Department.

Educational Philosophy

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

Like MATCH, the mission of Great Oaks is to prepare our students for college success. Our philosophy is that preparing students for college happens best in an environment of high expectations and lots of individual attention.

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

Great Oaks will be adapting the successful methods we used at MATCH - high dosage tutoring, a No Excuses school culture, lots of communication with families, lots of time on task and data-driven instruction across the school.

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

To me, successful charter schools are mission-driven organizations where every member of the school team - leaders, teachers, staff, students and families - know what the mission is and are supportive of every member of the school community. Successful charter schools are also sustainable organizations - they retain talent and shepherd

resources. This board will make sure Great Oaks is successful by holding the school's leadership accountable for meeting the school's mission in a sustainable way.

Other

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

The appropriate role of a board member is to exercise oversight of the school's leadership in all aspects of the school's operation to ensure that the school is holding true to its mission and abiding by its charter agreement and the law.

22. 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

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

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

STATEMENT OF ASSURANCE

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

Alicia Smith
Signature

7.25.12
Date

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

Business Telephone: [REDACTED]

Business Address: na

E-Mail Address: [REDACTED]

Home Telephone: (same as above)

Home Address: [REDACTED]

EDUCATION

- 2011-present **COLUMBIA BUSINESS SCHOOL** New York, NY
MBA, Social Enterprise, expected graduation May 2013
 GMAT: 730 (98th percentile)
Activities: Nonprofit Board Leadership Program; Cluster Academic Representative; Bernstein Leadership and Ethics Board; CBS Academics Committee
Honors: Recipient of the *Feldberg Fellowship*, Columbia Business School's most prestigious award; also awarded the *Forté Fellowship* for outstanding women earning MBAs.
- 2000-2004 **SPELMAN COLLEGE** Atlanta, GA
BA, Psychology, May 2004
 GPA 3.03
Activities: Collegiate 100 of Atlanta (Board Member, Mentor, and Instructor)

EXPERIENCE

- 2004-2011 **MATCH Charter Public High School** Boston, MA
MATCH Corps Director (2008-2011)
- Selected, trained and supervised 41 first-year and 6-8 second-year Corps members in an integrated residential service program that provides individual support to all students
 - Implemented a streamlined management and feedback system utilizing second-year Corps members
 - Served on all leadership teams, providing operational, academic/instructional, cultural and strategic planning guidance in a school that consistently outperforms all of the other 22 public, non-exam high schools in Boston
 - Oversaw AmeriCorps component of the MATCH Corps program, including: partner site coordination; grant objective management; and data collection (25 AmeriCorps members per year)
 - Led tutoring aspect of initiative, resulting in a 25% decrease in student attrition
- Director of Special Projects** (2005-2008)
- Piloted a program using goal-setting and incentives to drive student achievement
 - Gathered teacher interviews about classroom experiences to be published in aggregate in 2010
 - Spearheaded creation of new intra-school systems and logistics
- MATCH Corps Fellow** (2004-2005)
- One of 45 founding members of the program
 - Drove the academic and behavioral progress of four students, including three repeating students, in grades 9-11
 - Created tutorial materials and in-class assessments to support three English courses for grades 10, 11, and 12

ADDITIONAL INFORMATION

Volunteer Work and Extracurricular Activities: Emerging Leaders (Associate Director), Minds Matter Mentor, Healthy Living Club, Wine Society, Cluster Q (LGBT) Allies, National Alumnae Association of Spelman College, Executive Board member; helped to reestablish a then-defunct chapter and found the now nationally recognized girls' conference.

Interests: Enjoy reading, exercising and live music

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

Name: Michael Duffy

Charter School Name: **Great Oaks Charter School**

Charter School Address: c/o Great Oaks Foundation 239 Greene Street, 4th Floor, New York, NY 10003

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.):
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 are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

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

Background

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

Steve Klinsky, the founder and owner of Victory Schools asked me to come to work for him as an employee of Victory in the summer of 2010. I did so with the understanding that my primary focus would be on the

creation of several new charter schools that would be organized outside of Victory's control, supported by a non-profit organization. The salary I draw from Victory has been a pro bono contribution by Mr. Klinsky/Victory Schools toward the creation of that new non-profit endeavor.

In October of 2010 the Great Oaks Foundation was incorporated with a board that included Mr. Klinsky as its Chair and me as its President. The mission of the Great Oaks Foundation is to raise and provide resources to the Great Oaks charter school in Newark and to support the launch of a second Great Oaks charter school in New York City.

This new charitable enterprise—the Great Oaks Foundation—was created with the proviso that neither it, nor any Great Oaks school, would ever contract with Victory for services, so as to avoid a conflict of interest. Several months ago the Foundation was recognized by the Internal Revenue Service as a tax exempt organization.

In addition to raising funds, the Great Oaks Foundation gives the Great Oaks school in Newark and the prospective NYC school, assistance with facilities. Just this month, that assistance came to fruition in Newark with the ground-breaking ceremony for a facility that is being created as a long-term home for Great Oaks. The Great Oaks Foundation is similarly attempting to lay the ground work for the Great Oaks School in New York City.

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

A dozen years ago I helped to launch the MATCH school in Boston as one of its founding board members. Shortly before doing so, I had served as the Chair and Commissioner of Massachusetts civil rights enforcement agency. With the value of hindsight I am increasingly aware of the continuity between those two roles. Through my involvement with MATCH, I witnessed the promise of a charter school and what it could do to erase the achievement gap between black and Hispanic students from the inner-city and their white suburban counterparts. I have been involved in the charter sector ever since, first as a board member of this school masterminded by the incomparable Michael Goldstein; later as the Executive Director of a charter school—City on a Hill—which was desperately in need of a turnaround, which I led; then as a charter authorizer at the New York City Department of Education, under the leadership of Joel Klein.

In the summer of 2010, I was provided with the opportunity to launch Great Oaks, which has brought some of the successful elements of

the MATCH model to Newark. In the Fall of 2013, I hope to do the same in New York City. I have two driving motivations: to do well by the middle and high school students who enroll in Great Oaks by preparing them for college success; and to create a pipeline of highly effective teachers to serve in the classrooms where they are most needed in both charter and district schools.

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

I serve as the Chair of the board of the Great Oaks school of Newark; I am also a member of the Vestry of St. Bartholomew's Episcopal Church of Park Avenue. These experiences, plus my past service as a board member at MATCH , Executive Director of City on a Hill, and co-chair of the Board of the Human Rights Campaign, have given me insights into what is required to create and maintain a high-functioning governing board.

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

This does not apply to me. Yes.

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

I first met Robert Ludlum socially in Boston over 20 years ago, and then fell out of touch with him when he moved away. We re-kindled our friendship when we both moved to New York City four years ago and have been friends since.

I am acquainted with the other members of the prospective board—Alia Smith, Paul McDonald, Susan Akselrad, and Kate Hayes—but not more than that.

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

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

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

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

No. Yes.

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

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

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

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

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect

ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

- Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes.

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

- Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not anticipate conducting any such business. Yes.

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

I am the President of the Board of the Great Oaks Foundation, the partner organization for the Great Oaks Charter School. The Foundation is not a management company and there is no proposed business relationship between the Foundation and the school.

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

- None Yes

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

I think one way that you prevent board members from acting in their narrow self-interest is to take great care in choosing who should join the board in the first place. The best board members are those people who have no direct stake in the outcome of any board decision and are therefore able to act in the best long-term interests of the school and its students.

My reaction to an instance of self-dealing on the board, should it arise, would depend on the nature and severity of the conflict. First, it is imperative to gather the facts surrounding a suspected instance of self-dealing to be certain of the issues. Once confirmed, I would confront the board member privately and ask them to recuse themselves from voting or

even working on an issue where they stood to benefit personally from the outcome. If it was an issue that raised doubts about the integrity of a board member, I would ask them to resign from the board. In an extreme case, I would seek their ouster by a vote of the full board, in consultation with the authorizer.

Educational Philosophy

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

The mission of the Great Oaks Charter School is to prepare its students for success in college. It does this through the provision of individualized tutoring to every student, every day.

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

Great Oaks will accomplish its mission through high expectations for all students coupled with the provision of individualized tutoring to every student, every day.

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

A successful charter school is one that is clear on its mission and that has a program that is focused in all that it does on achieving that mission. A high-functioning board never loses sight of the key indicators that are associated with being on track to achieve its mission.

Other

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

The appropriate role of a charter school board member is to provide oversight of school staff, ensuring that the school is meeting its mission while abiding by the law and acting as a trustworthy steward of public funds. Further, a charter school board member helps to set strategic goals for the school and its leadership.

22. 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

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

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

STATEMENT OF ASSURANCE

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

Michael Thomas Duff Signature 7/20/12 Date

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

Business Telephone: [REDACTED]

Business Address: [REDACTED]

E-Mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]

Michael Thomas Duffy

Michael Thomas Duffy is the Managing Director for Victory Education Partners. In this role he has spearheaded an initiative to launch a new network of charter schools – the Great Oaks Charter Schools – the first of which opened this year in Newark, NJ.

Duffy came to Victory after having served as Director of the Charter School Office for the New York City Department of Education, working under the leadership of Chancellor Joel Klein for three years. There he led efforts to expand the number of high quality charter schools operating in NYC, which doubled from 66 to 125 during his tenure. His time at the Department was marked by a focus on charter school facilities: both sharing Department of Education buildings as well as helping charters to identify, finance and build their own school buildings.

Prior to this position, Duffy was the Executive Director of City on a Hill Charter Public School, a small college-prep high school in Boston. As Executive Director, Duffy led the turnaround of what had been a charter school facing closure. Before that, Duffy was a founding board member of the MATCH Charter High school in Boston, where he led a capital campaign for a school building that now serves as the school's permanent home. MATCH has been consistently named as one of the top public high schools in the country by US News & World Report and Newsweek magazines.

Duffy's efforts in education grew out of his work in the civil rights movement. In 1991 Duffy was appointed by the Governor of Massachusetts as Chairman and Commissioner of the state civil rights commission. During that time Duffy testified before Congress several times and appeared at a White House conference on matters relating to the enforcement of civil rights laws. Duffy later served in the Governor's cabinet, where he oversaw the nine business regulatory agencies of Massachusetts, including the Division of Banks & Insurance, the Department of Public Utilities and the Board of Registration in Medicine. He later served as the Executive Director of the AIDS Action Committee of Massachusetts.

Duffy has been active in his community in several volunteer positions. From 1997 until 2002 Duffy served on the national board of Trustees of the Human Rights Campaign, for several years as the co-chair. He currently serves on the Vestry of St. Bartholomew's Church.

He has a Master in Public Policy degree from the JFK School of Government at Harvard University where he wrote his thesis on business support for child day care. He graduated Phi Beta Kappa from Trinity College in Connecticut with a degree in Economics. As an undergraduate, Duffy interned in both the Connecticut Legislature and the British Parliament.

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

Shun Fang Chang

Name: _____
Great Oaks

Charter School Name: _____

Charter School Address: _____

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

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

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

Background

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

I have been working with the Department of Education of New York City for about 21 years as a school counselor and a school administrator. Given my outstanding experience in working with students on their postsecondary school plans, my excellent knowledge of the college application process, and my ability to identify students' career paths, I strongly believe that my background and skills are an ideal match for this position.

My strong tenacity and passion for improving the lives of our students and their families, especially the newly immigrated student population, motivated me to extend my service to a large-scale student population. I strongly believe that being a board member of the Great Oaks Charter School will provide me with a better channel to voice our students' and their families' needs and effectively implement policies to benefit our students.

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

The College Board, Board of Trustees

- Making legal and fiduciary decisions
- Approving the organization's mission, strategic goals, and objectives
- Establishing policies related to membership, programs and services
- Approving the annual budget and major program fees
- Advising the president, who is responsible for the management of the Organization

As students have progressively been challenged by mounting academic and emotional obstacles, their families have increasingly turned to the schools to get these complex issues solved. Being a veteran guidance counselor and assistant principal of guidance, I am very familiar with the needs of both students and their families. My essential responsibility is promoting students' learning through effective teacher instruction. My clear understanding of state standardized assessments and State Common Core Standards will guarantee an improvement in teacher effectiveness and instructional practices that are aligned with students' learning success.

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

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

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

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

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

No. Yes.

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

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate

whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

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

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

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

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

I / we have no such interest. Yes.

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

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

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

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

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

None Yes

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

I will discuss this situation with the chairperson of the board and I would expect the appropriate actions to be taken immediately in order to avoid a potential conflict of interest.

Educational Philosophy

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

The Great Oaks Charter School gives parents more flexibility when choosing the public school that best fits their children's needs. The school allows for a successful, vertical instructional system that provides teachers with the opportunity to continuously monitor students' progress and ensure that the students' academic and emotional needs are met. The Tutor Corp's tutors, who work intensively with the students, will provide a strong incentive for students' success and establish a strong collaborative relationship between parents and the school.

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

The school's mission is to prepare students for success in higher educational learning and career readiness. From grades 6-12, the school provides an appropriate and rigorous academic curriculum, which will allow all the students who graduate from Great Oaks Charter School to receive a New York State Advanced Regents diploma. Furthermore, the school allows the opportunity for each student to take at least 4 AP classes before graduation. As well, individualized instruction will be provided to all students throughout their school years, thus allowing all graduates to enter a 4-year college and successfully complete their college education on time.

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

To ensure the charter school's success the following characteristics must be met:

- Cultivate a supportive learning environment
- Identify students' needs and areas of improvement on an on-going basis
- Provide teachers with the most up to date professional training and secure the faculty retention rate
- Design the school curriculum based on the state assessment standards, graduation requirements, and Common Core State Standards
- Provide academic rigor to prepare the students for successful post-secondary studies
- Increase parent's involvement in their children's education
- Everyone involved in students' education, including the students themselves, should be accountable for students' success

Other

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

- Select the proper system to ensure academic success
- Responsible for hiring the most qualified teachers and review the director's performance
- Ensure the financial sustainability of the school
- Responsibly for community outreach
- Oversee the development of the charter

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

Yes

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

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

STATEMENT OF ASSURANCE

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

Shunfang Chang

Signature

7/25/2012

Date

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

Business Telephone: _____

Business Address: _____

E-Mail Address: _____

Home Telephone: _____

Home Address: _____

Shun-Fang Chang

Professional Experience

Assistant Principal of Pupil Personnel Service/Director of College Office

The Bronx High School of Science, Bronx

Sept. 2005 – PRESENT

- Supervised the Guidance and College Office
- Supervised the Dean's Office and conducted student suspension
- Reorganized the guidance department's structure and staffing (from 4 members to 11 members)
- Created the Pupil Personnel Service Web Page on the Bronx Science web site
- Collaborated with the Parent Coordinator for Parent Association events
- Developed and provided staff professional training for teachers and counselors
- Developed the Student Referral Network System
- Implemented the Scholarship and Award Selection System
- Supervised the student college application process
- Reformed the school's Specialized Diploma curriculum requirement
- Organized the PSAT and AP tests
- Initiated PSAT school-wide training for the school administrators and teachers
- Implemented a PSAT Early Awareness Act, arranged for the 9th graders to take the PSAT
- Supervised student activities: ARISTA, COSA, and Senior Office
- Collaborated with the School Administrators in a Cutting/Detention Pilot Program
- Implemented a transparent system to monitor the student Dean's Detention service
- Supervised the Crisis Response Team
- Planned and organized major school recruiting events: Open House (about 4,000 visitors), Prospective Student Night(about 2,000 visitors)
- Supervised college office events: Senior College Night, Junior College Night, Financial Aid Night, College Fair, and Grade Assembly
- Established Community Outreach Program: host of annual College Process presentation in Queens community
- Collaborated with the Regional CSE office on IEP and 504 evaluations
- Collaborated with the Einstein Medical Center's Psychiatrist Fellows to provide the students with mental health services
- Prepared budget for school wide events and staff professional trainings
- Monitored AP fee collection and account expenditure
- Increased the financial support from the Bronx Science Alumni Funds
- Supervised High School Articulation process
- Implemented the Junior High School Accelerated Credits Authorization system
- Assisted the school Individual Instruction Pilot P

Guidance Counselor**The Bronx High School of Science, Bronx****September 2002 – June 2005**

- Counseled a case load of 658 students regarding all concerns, including academic college selection and career goal
- Assist highly achieved students to reach their maximum potential and cope with the pressure from the excessively demanded academic standers

Guidance Counselor**Murry Bergtraum High School, NYC****September 1990 – June 2002**

- Counseled a caseload of 400 high school students (including monolingual and Chinese bilingual students)
- Provide students with support to meet the graduation requirement and select career/college

Adjunct Lecturer**September 1987 – June 1990****Classical and Oriental Department, Queens College, Queens, New York**

- Taught beginning, intermediate, and advanced courses in Chinese literature and language

Lecturer**June 1988 – August 1988****Chinese Department, Middlebury College, Vermont**

- Taught Chinese language to selected graduate and college students from major American colleges and universities in the summer intensive program

Additional Experiences

- Elected Board of Trustees by College Board, responsibilities include making legal and fiduciary decisions, approving the organization's mission, strategic goals and objectives, establishing policies related to membership, programs and service, approving the annual budget and major program fees, advising the president for the management of the organization
- College Board – 2009, 2011 National Forum Planning Committee Member, helped creating a cohesive and strong programs for College Board national annual Forum
- Invited as a panelist, to participate in the WNYE-TV teleconference on Achieving Success through Bilingual Education
- Invited speaker at Shanghai International School, Shanghai, China
- Invited speaker at Linking Publishing Company, Taipei, Taiwan
- Certified by the Board of Education of the City of New York for successfully completing the 24 hour training institute in Mediation for Guidance Counselors
- Awarded a certificate from the Manhattan Superintendent's office for participation in the institute of Group Leadership
- Received a certificate for participation in the Three Year Cross-Cultural Counseling Institute of the City of New York

Education

Mercy College, Graduate School of Education
M.S Degree in School Building Leadership

Queens College, City University of New York
M.S. Degree in Education, Counseling Education

Kaoshuang Teacher University, Taiwan
B.A. Degree in Chinese Literature and Languages

Certificate Held

NYS Certificate in SAS, SDA, SBL
Member of NYC DOE Principal Candidate Pool

Language Skills

Speak, read, and write fluent English.
Speak, read, and write fluent Chinese.

Computer Skills

World, Power point, Excel, NAVIANCE, ATS, HSST, ARIS, STARS

Awards

Outstanding Asian Educator: Honored by Bronx Borough President Carrion, 2008
Who's Who in America: Best Teacher, 2005
Counselor of the year, Manhattan Superintendent, 1991

Professional affiliation

College Board – 2011 National Elected Trustee Member
NACAC, National Association for College Admission Counseling - Member
Member of the New York State Teacher Certification Examination Bias Review
Committee

Published Works

The American College Admission Guide, New York: W J Bookstore, 2010

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

Name: John Love

Charter School Name: Great Oaks Charter School

Charter School Address: TBD, CSD 2, NYC

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

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

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

Background

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

At the recent national charter school conference in Minneapolis, a former student of mine gave me Michael Duffy’s name and contact information in response to my expression of interest in learning more about charter schools in New York City and

opportunities to become involved with them. Michael is the lead applicant for Great Oaks, and he and I discussed a possible role for me in Great Oaks when we first met.

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

Having recently stepped down as an independent school principal after 39 years in independent schools I find the charter school movement's concern for educating disadvantaged students and students who have failed to thrive in public schools compelling. I'm particularly interested in Great Oaks because of its target population of English language learners, including students whose home language is Chinese, as I have been very involved in the creation and expansion of Chinese language programs at all three of the independent day schools where I have worked. Finally, having worked closely as a school employee with individual trustees and with boards in general over the last 15 years, I would be interested in serving a school in the capacity of a board member.

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

I served for several years as a board member of the Thomas Becket Foundation, which supported the Catholic chaplaincy at Brown University. In my capacity as Upper School Director/Principal, I have also been a non-voting member of the boards at the Latin School of Chicago and the Fieldston School.

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

This does not apply to me. Yes.

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

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any

documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

In addition to Michael Duffy, I have met individually with three individuals associated with Great Oaks: Ben Carson, Launch Director for the Great Oaks Foundation, and two prospective board members, Susan Mustokoff Akselrad, and Alia Smith.

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

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

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

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

No. Yes.

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

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

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

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

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

If I became aware of a potential conflict of interest on the part of another board member, I would first investigate on my own to see whether it was a genuine conflict of interest as defined in the law and in best charter school practice. If it appeared to be a genuine conflict of interest, I would bring it to the attention of the board chair. If it were not resolved, I would have to decide whether to resign from the board and/or report it to the appropriate agency, presumably the head of the authorizing body.

Educational Philosophy

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

In brief, the Great Oaks Charter School aims to serve students of CSD 2 and in particular English Language Learners and provide them a college-preparatory education.

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

The educational philosophy of the Great Oaks Charter School is to prepare students entering the School in grade 6 for success in college. Through a robust tutoring program and the talent and energy of its classroom teachers, Great Oaks seeks first to bring its English Language Learners to fluency and all its students up to grade level across a wide range of skills, and then as high schoolers to give them the skills they need to succeed on the regents and other standardized tests appropriate for college admissions. Finally, the School seeks to give its students those habits of work and habits of mind necessary for success in college which cannot readily be measured by standardized tests.

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

The key to the success of any school is the ability of its teachers and administrators to create an academic program and school climate that meet the students' current needs and help them become the kind of students and the kind of people the School seeks to graduate. The keys for Great Oaks are attracting students that have the potential to succeed in college, hiring a faculty with the talent and energy to teach those students and who believe in the School's mission, and supporting that faculty's efforts to develop the academic program and create the school climate those students need.

Other

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

As a public charter school board member I take my cue from my knowledge of best practice by independent school boards, which is to ensure that the school has the financial and other resources it needs to fulfill its mission, and to concentrate on governance

22. 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 as contained in the application, and those proposed policies contained in the application.

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

John M. Love



Education **B.A.** Brown University, 1970
English honors, *magna cum laude*, Phi Beta Kappa
M.A. Brown University, 1970
Ph.D. University of North Carolina at Chapel Hill, 1975
Medieval and Renaissance English Literature

Teaching/Administrative Experience:

**2004-
2012** **Upper School Principal, Fieldston School,
Bronx, New York**

- Responsible for 600 students and 80 faculty in grades 9-12
- Half-Time Teacher of English, humanities, and mathematics
- Saw Upper School grow from 500 to 600 students in 6 years

**2002-
2004** **Vice-President for Academic Affairs,
The Latin School of Chicago, Chicago, Illinois**

- Overseeing program and faculty for 1100 K–12 students
- Board Service: Academic Program Committee, 2001-2004
Campaign Steering Committee, 2002-2004
Faculty and Administration Committee, 2002-2004
- Half-Time Teacher of English and mathematics

**1997-
2002** **Upper School Director,
The Latin School of Chicago, Chicago, Illinois**

- Responsible for 410 students and 50 faculty in grades 9-12
- Half-Time Teacher of English, linguistics, and mathematics
- Saw Upper School grow from 340 to 410 students in 5 years
- Board Service: Committee on National Perspective, 1999-2001
Student Life Committee, 1997-2002

1989–
1997

**Head of Middle School,
The Wheeler School, Providence, Rhode Island**

- Responsible for 170 students and 20 faculty in grades 6-8
- Saw Middle School grow from 90 to 170 students in 5 years
- Supervised building renovations, staff, and program changes to bring Grade 6 into Middle School
- Teacher of 7th and 8th grade English, 6th and 8th grade math
- Girls' Middle School Basketball Coach, 1989-1997
- Drama Director, 1991-95
- Co-Coordinator of NEAS&C Evaluation, 1990-1991
- Board Service: Building and Grounds Committee, 1991-92
Education Committee, 1992-1993

1983–
1989

**Chairman, English Department,
The Wheeler School, Providence, Rhode Island**

- Group Leader, Brown Teaching Institute, 1983-84
- Co-Director, Providence Writing Project, 1984-85
- Faculty Advisor to Student Publications, 1984-1989
- Board Service: Finance Committee, 1983-85
Enrollment and Recruitment Committee, 1985-88

1975–
1983

**Upper School English Teacher,
Portsmouth Abbey School, Portsmouth, RI**

- College Placement Advisor, 1979-81
- Coordinator of NEAS&C Evaluation, 1981-82
- Editor, *Alumni Bulletin*, 1977-83
- Director of Drama, 1975-79
- Coach of Varsity Swimming, Freshman Soccer and Basketball

1973–
1975

**Teaching Assistant/Instructor
University of North Carolina at Chapel Hill**

- Poetry Editor, *Carolina Quarterly*, 1974-75

1971–
1973

**Middle School English Teacher,
The Wheeler School, Providence, Rhode Island**

Presentations: "How Progressive Can You Really Be?" National Conference Of Charter Schools, Minneapolis, June 2012
"Interdisciplinary Humanities," co-presenter, at Brearley School, April 2011
"Interdisciplinary Humanities" co-presenter, at Calhoun School, January 2011
"Beginning a Mandarin Chinese Program," at NAIS Annual Convention, New York, February 2003
"Beginning a Mandarin Chinese Program," co-presenter, at NAIS Annual Convention, San Francisco, February 2002
"Project Week: A Week to Change a Life," co-presenter, at ISACS Annual Convention, Chicago, October 2000
"The Family Folkore Fair," at NEAS&C Annual Convention, Boston, October, 1995

Publications: "Word Wars," *The World & I*, May, 1997
"The Only Thing We Have To Fear" (short story), *The Sunday Journal Magazine*, August 27, 1989
"A Cry for Help" (short story), *Redbook*, April, 1987
"Camel Ride" (travel), *The Providence Journal*, October 27, 1985
"Father-To-Be" (short story), *Redbook*, January, 1983
"Versatile Fillo" (cooking), *The Sunday Journal Magazine*, May 2, 1982
"Though Many of the Rich Are Damn'd: Dark Comedy and Social Class in *All's Well That Ends Well*," *Texas Studies in Language and Literature*, 1977
"English and Other Useless Majors," *Personal Voices*, Brown University, 1977
"The Coyote Getter" (poem), *Hellcoal Annual Three*, 1973
"Ovation" (poem), *Hellcoal Annual Two*, 1972
articles in *FieldNotes*, *Latin Today*, the *Wheeler School Now and Then* and the *Portsmouth Abbey Alumni Bulletin*

Volunteer Service Trustee, The Thomas Becket Association (Brown University Catholic Chaplaincy), 1990-1993
NEAS&C Visiting Committee,
The Grammar School, Putney, Vermont, 1994,
Ethel Walker School, Simsbury, Connecticut, 1995

Personal born January 28, 1949 in Willimantic, Connecticut
married with two children, Michael, 30, Stefan, 28
travel to ten European countries, China, Egypt, Mexico, New Zealand, Peru
hobbies: cooking, golf, kayaking, the stock market
languages: some facility in Chinese and Spanish, basic knowledge of Italian, distant memories of French, German, modern Greek, and Latin

By-Laws of Great Oaks Charter School

ARTICLE I

NAME

The name of the Corporation is Great Oaks Charter School (hereinafter the “Corporation”).

ARTICLE II

MEMBERSHIP

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of the Corporation (hereinafter 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 (hereinafter the “Board”).

ARTICLE III

BOARD OF TRUSTEES

A. Powers. The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to the limitations of the New York Education Law, New York Not-for-Profit Corporation Law, the Corporation’s Charter, and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board’s ultimate jurisdiction.

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 Corporation; to prescribe powers and duties for them; and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the Corporation, 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 Corporation;
5. To carry on the business of operating a charter school;
6. To act as trustee under any trust incidental to the Corporation’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;
9. To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and
10. 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 provisions of the New York Not-for-Profit Corporation Law and the limitations noted in Bylaws..

B. Number of Trustees. The number of Trustees of the Corporation shall be not less than 5, nor more than 7. The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws. Trustees, officers or employees of any single organization shall hold no more than 40 percent of total seats comprising the Board.

C. Election of Trustees.

1. Election. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee.

2. Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of the Trustee faithfully and effectively.

3. Interested Persons. Not more than 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; (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person; or (3) voting members who are affiliated with any entity other than the school itself.

4. Term of Office.

a. The Trustees elected or appointed upon the founding of the Board shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.

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.

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 for three years.

d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment of the Corporation's Charter or the Bylaws or other Board action.

e. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the Corporation's Charter or the Bylaws or other Board action.

5. Time of Elections. The Board shall elect Trustees whose terms begin on July 1 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 of Trustees. The Board may remove a Trustee in accordance with the provisions of the New York Education Law and the New York 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. If any Trustee shall fail to attend three consecutive meetings without excuse accepted as satisfactory by the Trustees, he or she shall be deemed to have resigned, and the vacancy shall be filled.

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 **PRINCIPAL OFFICE**

The School's principal office shall be at the actual School or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in principal office on the copy of the Bylaws maintained by the Secretary.

ARTICLE V **MEETINGS OF THE BOARD**

A. Place of Meetings. Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate.

B. Annual Meetings. An Annual Meeting shall be held in the month of July 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. Regular Meetings. Regular Meetings shall be held monthly throughout the year and other times as the Board determines.

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-fifth 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. Notices. Public notice of Board meetings shall be consistent with the Public Officers Law. Notices of Board Meetings shall be given to the Board as follows:

1. Annual Meetings and Regular Meetings may be held without notice if the Bylaws or the Board fix the time and place of such meetings.

2. Special Meetings shall be held upon four days notice by first-class mail or 48 hours notice delivered personally or by telephone, facsimile, or e-mail. 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 Corporation's records, and 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. This provision shall not permit waiver of the public notice provisions contained in 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 of Trustees 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. 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 (except as set forth under Article III.C.1), a quorum of Trustees must be either physically present or participating via video-conferencing equipment to lawfully conduct a Board Meeting of the Corporation. Additional Trustees may participate, but may not vote or be counted toward quorum, in a Board meeting through use of conference telephone, or similar communication equipment, to the extent permitted by Article 7 of the Public Officer's Law (the Open Meetings Law), so long as all Trustees participating via video-conferencing or physically present in such meeting make up a quorum and can hear one another and there is no objection from any Trustee or any person in the public audience.

C. Committees.

1. Appointment of Committees. The Board may create committees for any purpose, and the Chair of the Board shall appoint members to and designate the chairs of such Boards. A Board Standing Committee will consist of not less than three Trustees, except in the case of the Executive Committee. The Executive Committee will consist of not less than five Trustees. All committee members shall serve at the pleasure of the Chair of the Board.

2. Authority of Board Committees. The Chair of the Board may delegate to a Board 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 fixing of Trustee compensation for serving on the Board or on any committee;
- d. The amendment or repeal of Bylaws or the adoption of new Bylaws;
- e. The appointment of other committees of the Board, or the members of the committees.

3. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws with respect to the calling of meetings, including compliance with the Open Meetings Law.

4. Initial Committees. The following Board Committees shall be created:

- a. Finance. This committee will oversee the budget, accounting, and audits.
- b. Academic. This committee will provide regular reports on academic data

D. Standard of Care.

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board 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 Corporation 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 Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation'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 Corporation 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 Corporation 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. Nothing herein shall authorize

the Board, or those acting on its behalf, to invest the corporation's money, assets, or funds in any manner proscribed by the New York State Constitution and/or any other law.

E. Rights of Inspection. Every Trustee has the right to inspect all books, records, and documents of every kind and to inspect the physical properties of the Corporation, 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 Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: 1) a self-dealing transaction; 2) a conflict of interest, 3) indemnification of that Trustee uniquely; or 4) 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 Corporation consist of a President (hereinafter "Chair"), Vice President (hereinafter "Vice Chair"), a Secretary, and a Chief Financial Officer (hereinafter "Treasurer"). The Corporation 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 Corporation, and such other powers and duties as the Board 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: 1) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board 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; 2) keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and 4) have such other powers and perform such other duties as the Board may prescribe.

4. Treasurer. The Treasurer shall: 1) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; 2) make the books of account available at all times for inspection by any Trustee; (3) deposit or cause to be

deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; 4) disburse or cause to be disbursed the Corporation's funds as the Board directs; 5) 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 Corporation's financial transactions and financial condition; 6) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; and (7) 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, 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 Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII

NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the Corporation's debts, liabilities, or other obligations.

ARTICLE IX

INDEMNIFICATION OF CORPORATE AGENTS

The Corporation may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by Sections 721 through 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE X

SELF-DEALING TRANSACTIONS

The Corporation shall not engage in any self-dealing transactions, except as approved by the Board, in accordance with applicable federal and state law. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction which is part of a public or charitable program of the Corporation,

if the transaction 1) is approved or authorized by the Board in good faith and without unjustified favoritism, and 2) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

ARTICLE XI **OTHER PROVISIONS**

A. Fiscal Year. The fiscal year of the Corporation begins on July 1 of each year and ends on 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 Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. 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 Corporation by any contract or engagement, to pledge the Corporation'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 Corporation may be signed by the Chairperson of the Board, Executive Director, or Treasurer, except in cases involving an amount greater than \$7,500 in which two authorized signatures are required.

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

ARTICLE XII **AMENDMENT**

A majority of the Trustees may adopt, amend or repeal these Bylaws.

CERTIFICATE OF SECRETARY

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

Secretary

Date

Great Oaks Charter School

CODE OF ETHICS

1. The Board of Trustees shall conduct or direct the affairs of the school and exercise its powers, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, the school's charter and its bylaws. The Board may delegate aspects of the management of 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.

2. Not more than 40 percent of the people serving on the Board of Trustees of the school may be comprised of (a) people 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 (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.; or (c) voting members who are affiliated with any entity other than school itself.

3. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a “self-dealing transaction” (see below); (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

4. The Board of Trustees and the school shall not engage in any “self-dealing transactions,” except as approved by the Board in accordance with federal or state law. "Self-dealing transaction" means a transaction to which the school or corporation is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program. The Board of Trustees and employees of the school shall not engage in any less-than-arm's-length (LTAL) transactions.

5. A Trustee, officer, or employee having an interest in a contract, other transaction or program presented to or discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her

interest to the Board 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 might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is a Director, Trustee or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the school.

6. Trustees representing any entity proposing to do business with the charter school shall disclose the nature and extent of such business propositions.

7. No Trustee, officer, or employee of a for-profit corporation having a business relationship with the charter school shall serve as voting member of the Board of Trustees for the duration of such business relationship, provided, however, that this provision shall not apply to the following:

a) Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys;

b) Individuals associated with an educational entity (including but not limited to schools of education), some of whose faculty may be providing paid services directly or indirectly to such charter school;

c) Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization; or

d) Members of the faculty of the charter school.

8. In no instance shall a Trustee, officer, or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the Board of Trustees for the duration of such business relationship.

9. Trustees, officers, or employees of any single organization shall hold no more than 40percent of total seats comprising the Board of Trustees.

10. Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Trustee shall write a letter disclosing all

known facts prior to participating in a Board discussion of these matters, and the Trustee's interest in the matter will be reflected in the Board minutes.

11. Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

12. Trustees shall not use his or her position with the charter school to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person, unless that gift is for the use of the charter school.

13. Charter school Trustees, officers, or employees never may ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.



February 22, 2012

To Whom It May Concern,

I am writing on behalf of the Board of Directors of the Great Oaks Foundation to express the commitment of the Foundation's Board of Trustees to supporting the successful launch of the Great Oaks Charter School in Community School District 2, New York City.

The Foundation was incorporated in New York City in 2011 to create and support a new kind of public school model.

Our first project was the launch of the Great Oaks Charter School of Newark. For that school, the Foundation played a key role in supporting the charter application process, facilities acquisition, significant fundraising and helping the school's Board with recruitment of the initial team of staff and the first cohort of students.

The Great Oaks Foundation is excited to play the same role for the creation of the next Great Oaks school in Lower Manhattan. We are committed to providing the resources to support the launch of a great new school for families in CSD 2.

Please find attached a copy of our 501(c)(3) determination letter from the IRS and a copy of our Certificate of Incorporation for New York State. The Great Oaks Foundation is a not-for-profit, organized as a public charity. We are not a Charter Management Organization and we do not assess fees from the schools we support. I have been involved in education reform for over ten years as have many of my fellow board members and we are committed to the Foundation and its goals and priorities.

Please don't hesitate to contact me if you have any questions about the Foundation's work or our involvement in the proposed Great Oaks Charter School in New York City. We look forward to working with you as we bring this new school option to fruition.

Sincerely,

A handwritten signature in blue ink, appearing to read "Adam Weinstein", with a long horizontal flourish extending to the right.

Adam Weinstein, Treasurer

Great Oaks Foundation

GREAT OAKS



FOUNDATION

Great Oaks Foundation - Board of Directors

Steven Klinsky, Chair – Founder and Chief Executive, New Mountain Capital;

L. Jay Cross – President, Related Hudson Yards; Former President, New York Jets LLC

Peggy Shaughnessy – Managing Director, Goldman Sachs

Adam Weinstein, Treasurer – Controller, New Mountain Capital

Maureen Sherry – Author; Education Activist

Stig Leschly – Founder, Newark Charter School Fund; Trustee, MATCH School

Gregorio Mayers – Senior Policy Adviser to the Mayor, City of New York

Fred Brown – Chairman, National Black Republican Council; President, New York State Black
Republican Council

Mary Brabeck (Special Advisor to the Board) – Dean, Steinhardt School of Culture, Education and
Human Development, NYU

Michael Thomas Duffy - President, Great Oaks Foundation

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: DEC 13 2011

GREAT OAKS FOUNDATION INC
C/O MICHAEL T DUFFY
72 E 93RD ST
NEW YORK, NY 10128

Employer Identification Number:
27-5281234
DLN:
101211070
Contact Person:
ROXANNE M HAYTHORN ID# 52416
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Effective Date of Exemption:
February 8, 2011
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a private foundation within the meaning of section 509(a) of the Code. You are required to file Form 990-PF annually.

Please see enclosed Publication 4221-PF, Compliance Guide for 501(c)(3) Private Foundations, for some helpful information about your responsibilities as an exempt organization.

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,



Lois G. Lerner
Director, Exempt Organizations

Enclosure: Publication 4221-PF

Letter 1076 (DO/CG)

CERTIFICATE OF INCORPORATION
OF
GREAT OAKS FOUNDATION, INC.

Under Section 402 of the Not-for-Profit Corporation Law of the State of New York.

THE UNDERSIGNED, a natural person of the age of eighteen (18) years or over, for the purpose of forming a not-for-profit corporation under Section 402 of the Not-for-Profit Corporation Law of the State of New York, does hereby certify:

FIRST: The name of the corporation is GREAT OAKS FOUNDATION, INC. (hereinafter referred to as the "Corporation").

SECOND: The Corporation is a corporation as defined in subparagraph (a)(5) of Section 102 of the Not-for-Profit Corporation Law of New York and shall be a Type B corporation as defined under Section 201 thereof.

THIRD: The purposes for which the Corporation is formed are within the purview of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (hereinafter referred to as the "Code")(or the corresponding provisions of any future United States Internal Revenue Law), as follows:

- (1) The purposes of this corporation shall be to exclusively carry out charitable and educational purposes including to help establish one or more charter schools in the state of New York;

(2) To work with educators, schools and communities to form and foster charter schools that aim to close the achievement gap between urban and suburban students;

(3) To provide educational career development and training for charter school educators and administration;

(4) To provide support for the creation of newly formed charter schools, as well as for the development, sustenance and growth of both newly formed and outstanding charter schools, or other schools or otherwise for educational purposes, including providing help with application writing and designing a model for the school day which is centered around fostering student achievement;

(5) To solicit, raise, hold, invest and expend funds for the advancement and furtherance of such purposes;

(6) To provide guidance on charter school facility options;

(7) To undertake such other activities as shall be consistent with the foregoing; and

(8) To conduct all lawful activities, provided that such activities shall be in furtherance of any one or more of the aforesaid exempt purposes of the Corporation.

Nothing herein shall authorize this Corporation, directly or indirectly, to engage in or include among its purposes any activities mentioned in subdivision (a) through (v) of Section 404 of the Not-for-Profit Corporation Law.

The Corporation, in furtherance of its corporate purposes above set forth, shall have all the powers enumerated in Section 202 of the New York Not-for-Profit

Corporation Law, subject to any limitations provided in the New York Not-for-Profit Corporation Law or any other statute of the State of New York, including the following:

To manage one or more charter schools in the State of New York pursuant to management agreements entered into with the non-profit entity holding the charter, consistent with Article 56 of the Education Law;

To acquire any property, real or personal, by grant, gift, purchase, lease, devise, bequest, or otherwise, and to hold, use, enjoy, manage, sell, deal with, lease, pledge, and dispose of the same in such manner, on such terms and for such considerations as the Corporation may determine;

To invest and reinvest its funds in such mortgages, bonds, debentures, shares of preferred and common stock, and in such other securities and property as the Corporation shall deem advisable, subject to the limitations and conditions contained in any gift, devise or bequest; and

To borrow money and contract debts in connection with the acquisition of property or otherwise in aid of any of the purposes of the Corporation; and to issue or dispose of its obligations for any amount so borrowed, and to mortgage or pledge its property to secure the payment of such obligations, or of any debt contracted for such purposes.

Notwithstanding any other provision of this document, the organization shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from federal income tax under section 501(c)(3) of the Code (or corresponding section of any future United States Internal Revenue Law), or (b) by an organization, contributions to which are deductible under section 170(c)(2) of the Code, (or the corresponding section of any future United States Internal Revenue Law).

The corporation is not organized for pecuniary profit and no part of its net earnings shall inure to the benefit of any member, director, officer or to any other individuals other than those who shall properly benefit from the carrying out of its purposes; provided that subject to the prohibitions contained in Section 515 of the Not-for-Profit Corporation Law, the Corporation shall be authorized to pay reasonable salaries or other compensation to its officers, directors and members and to other persons, including members, for personal services actually rendered in connection with the carrying out of any proper corporate purpose or purposes.

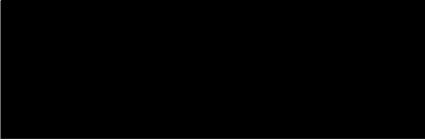
No substantial part of the activities of the organization shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the organization shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office.

In the event of dissolution or liquidation of this Corporation, whether voluntary or involuntary, or by operation of law, no member, trustee, officer of the Corporation, or any private individual shall be entitled to share in the distribution of the corporate assets. The assets of the Corporation remaining after the payment or satisfaction of its liabilities shall be distributed, subject to the approval of a Justice of the Supreme Court of the State of New York, exclusively for one or more exempt purposes within the meaning of Section 501(c)(3) of the Code (or the corresponding provisions of any future United States Internal Revenue Law) only to one or more organizations whose purposes are exclusively religious, charitable, scientific, literary and/or educational, or for

the prevention or cruelty to children or animals, and which organization or organizations shall qualify as exempt at such time under Sections 501(a) and 501(c)(3) of such Code (or the corresponding provisions of any future United States Internal Revenue Law) or shall be distributed to the federal government, or to a state or local government, for an exclusively public purpose.

In any taxable year in which the Corporation may be treated as a private foundation as described in Section 509(a) of the Code, the Corporation shall contribute its income for said period at such time and manner as not to subject it to tax under Section 4942 of the Code; and the Corporation shall not (a) engage in any act of self-dealing as defined in Section 4941(d) of the Code; (b) retain any excess business holdings as defined in Section 4943(c) of the Code; (c) make any investments in such manner as to subject the Corporation to tax under Section 4944 of the Code; or (d) make any taxable expenditures as defined in Section 4945(d) of the Code.

FOURTH: The names and addresses of the initial directors of the Corporation, each of whom is of full age, are as follows:

Name	Address
Steven B. Klinsky	
Jay Cross	
Peggy Shaughnessy	

FIFTH: The Corporation shall not have members.

SIXTH: The office of the Corporation is to be located in the County of New York, State of New York.

SEVENTH: The Secretary of State is hereby designated as agent of the Corporation upon whom process against the Corporation may be served. The post office address to which the Secretary of State shall mail a copy of any process against the Corporation served upon him is:

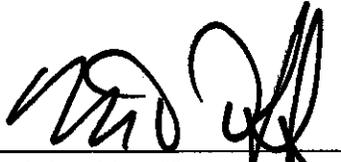
Steven B. Klinsky
c/o New Mountain Capital
787 7th Avenue, 49th Floor
New York, New York 10019

EIGHTH: The number of the Corporation's directors shall not be less than three (3) nor more than fifteen (15).

IN WITNESS WHEREOF I, the sole incorporator, have executed and
subscribed this certificate and do affirm the foregoing as true under penalties of perjury.

Dated: 12/16, 2010

GREAT OAKS FOUNDATION, INC.

By: 
Michael Duffy
125 West 31st Street
New York, New York 10019

Memorandum of Understanding Between Match Education and Great Oaks

Purpose:

The purpose of this Memorandum is to acknowledge the relationship between the Great Oaks Foundation and Match Education and to create a framework for collaboration.

Parties:

The Great Oaks Foundation is a not-for-profit organization that was founded to support the creation of high-performing charter schools.

Match Education is a nonprofit organization that operates charter schools, trains teachers, and pursues other innovative work in public school reform.

History of Relationship

Match Education has had extraordinary success in preparing at-risk students to enroll in and persist in four-year colleges since its launch 12 years ago.

Match Education is the only charter school in the country to have won an EPIC Gold or Silver Gains Award from New Leaders for New Schools for the last five years in a row.

Match Education has pioneered the use of individualized, intensive daily tutoring to its students via a residential tutoring program.

Match Education has established a Teacher Residency that develops select members of its Tutor Corps into highly effective classroom teachers.

The Great Oaks Foundation was formed in 2010 with the express purpose of replicating the Match Education model in the greater New York City area.

The Great Oaks Foundation supported the opening of the Great Oaks Charter School in Newark, New Jersey, in 2011; a school led by Executive Director

Jared Taillefer, himself a former tutor and Dean of Students of the Match Middle School.

The Great Oaks Foundation is supporting the creation of a second Great Oaks Charter School in New York City in 2013, planned for Governors Island in New York Harbor.

The strategic plan of the Great Oaks Foundation calls for the creation of these two charter schools, in Newark and New York City, and no others.

The President of the Great Oaks Foundation, Michael Duffy was a founding member of the Board of Trustees of the original Match School in Boston; and MATCH Education's CEO Stig Leschly was a founding member of the Board of Trustees of the Great Oaks Foundation,

The four key elements that have driven the success of Match Education's school-level program in Boston are:

1. A "No Excuses" approach to school culture
2. A strong focus on building relationships with students and their families
3. High-dosage daily tutoring delivered by a residential tutor corps
4. A commitment to serve other schools by creating a pipeline of highly effective teachers,

The Great Oaks Foundation has identified the above key elements as essential to the schools that the Foundation will create and support.

The Great Oaks Foundation acknowledges the pioneering efforts of Match Education as the model for its schools.

Both Great Oaks and Match Education desire to see both organizations grow and thrive.

Match Education and Great Oaks may on occasion collaborate around specific projects where the commonalities between the programs,

particularly the residential tutoring component, create mutually beneficial opportunities.

In consideration of a payment annually to Match Education by Great Oaks of \$10,000, beginning with the 2012-13 academic year, Match Education will:

- provide advice and counsel to Great Oaks personnel related to the Match Education model;
- provide access to the Match schools and their programs for Great Oaks personnel; and
- provide referrals to Great Oaks of Match staff seeking administrative or leadership positions.

This Memorandum is in effect until either Match Education or the Great Oaks Foundation modifies or terminates it.

SIGNED

Great Oaks Foundation:

Date:

Match Education:

Date:

Hiring and Personnel Policies and Procedures

Procedures for hiring and dismissing school personnel:

Great Oaks Charter School is firmly committed to equal employment opportunity. Great Oaks will not discriminate in employment opportunities or practices for all qualified persons on the basis of race, color, religion, creed, sex, gender, sexual orientation, ethnicity, national origin, ancestry, age, disability (including AIDS), marital status, military status, citizenship status, predisposing genetic characteristics, or any other characteristic protected by local, state, or federal law. Employment decisions at Great Oaks will be made in a non-discriminatory manner and are based on qualifications, abilities, and merit. This policy governs all aspects of employment at this school including recruitment, hiring, assignments, training, promotion, upgrading, demotion, downgrading, transfer, lay-off and termination, compensation, employee benefits, discipline, and other terms and conditions of employment. If employees have any questions or concerns about any type of discrimination, they should bring these issues to the attention of their supervisor or the Executive Director. Anyone found to be engaging in any type of discrimination will be subject to disciplinary action, up to and including termination of employment.

The Executive Director reports directly to the Board of Trustees and the Board shall have the sole authority to set conditions of employment (including, negotiating an appropriate employment contract), supervise, evaluate, discipline and terminate the Executive Director. The Executive Director (or his or her designee), using his or her professional judgment, shall possess the requisite authority to hire, supervise, evaluate, discipline and terminate all other employees of the School, consistent with the Law and policies adopted by the Board, as may be amended from time to time. Employees of Great Oaks are generally considered “at will,” with the exception of certain employees with which the Board or the E.D. may desire to enter into a contract. Being designated an “at will” employee shall mean that either the employee or Great Oaks may terminate the employment relationship with or without cause. Within five working days of an employee’s termination, Great Oaks will give the terminated employee a written notice of the exact date of termination and the exact date of the cancellation of employee benefits connected with the termination. The terminated employee may be eligible for compensation for unused vacation time and may be eligible for unemployment compensation; however employees shall not earn any additional benefits, rights, or privileges beyond the last day worked. This notice applies to all employees regardless of date of hire.

Hiring Process

Staff recruiting will begin in mid-February each year for the following school year. The School’s leadership team will meet to identify staffing needs for the next year and to project the financial resources available to fill staffing needs. After creating/revising job descriptions, the school will create job postings in online job boards and newspapers as well as enlisting the support of the school’s Board, the Great Oaks Foundation and individual staff members’ professional networks to publicize the vacancies as broadly as possible.

Initial candidate screening will be an ongoing process, conducted by the Director of Operations. Resumes and cover letters will be screened for basic fit with the job description:

educational requirements, experience and mission alignment. Those candidates who qualify for further consideration will first be invited to a phone interview and then an in-person interview that will include a sample lesson and a sample coaching meeting to gauge the candidate's response to feedback. After all screening steps are taken, the successful candidates will be issued a formal offer letter.

Teacher compensation will be a banded system. Average teacher salaries are targeted at \$60,000, with the Executive Director and the Board having the discretion to offer teachers above or below the average in response to variations in candidates' experience, workload, subject taught, etc. Increases over time will average 5% per year, but specific increases will vary with prior performance and changes in workload and assignment.

All candidates will be subject to fingerprinting and background checks prior to commencement of any employment. Though Great Oaks will not require certification to be considered for a teaching position, all job descriptions will state that proper certification is preferred and we will ensure that we are in compliance with New York state law regarding the proportion of teachers who must hold valid certification.

Job Descriptions

School Leader Responsibilities and Qualifications

The Executive Director will be the chief executive of the school, responsible for the overall success of the school. For both the middle school and the high school programs, the E.D. will supervise all administrative staff and will serve as the key point of accountability for the Board's oversight of the school's operation. The Executive Director will take the lead in annual budget planning, facilities planning and all other strategic matters.

The Executive Director will lead all facilities, financial and strategic work to advance the mission and viability of the school, working closely with the Board to identify strategic priorities and to solve emergent challenges.

Key qualifications for the Executive Director include experience in a leadership position in a No Excuses charter school, capacity to manage multiple individuals, expert time-management skills and strength with budgets and financial projections.

Key Administrative Positions – Responsibilities and Qualifications

The leadership teams for the middle and high school will each consist of the below:

- **Director of Curriculum and Instruction**
 - Primary Responsibilities
 - Overall academic program implementation
 - Teaching staff supervision and evaluation
 - Curriculum development and implementation processes

- Assessment administration and data analysis leadership
- Key qualifications
 - A track record of success as a classroom teacher and a coach of teachers,
 - Familiarity with current best practices in curriculum and assessment practices and tools
 - Proficiency with implementing the Common Core State Standards and New York State Learning Standards in a college preparatory school environment
 - An ability to work with parents and students to engage them in the school's mission
 - A relentless work ethic
 - Excellent communication skills (written and oral)
 - Strong analytical and problem-solving skills
 - Excellent skills of organization and follow-through
 - A strong academic record, including a bachelor's degree from an accredited university
- **Tutor Corps Director**
 - Primary Responsibilities
 - Successful implementation of the integrated, high-dosage tutoring model
 - Coaching, supervision and evaluation of the Tutor Corps members
 - Logistical and operational management of the Corps, including shared housing
 - Leading annual recruitment and selection processes for Corps members
 - Key qualifications
 - Experience motivating young people in a service or volunteer capacity
 - Belief in the power of the Match model
 - Experience managing large groups
 - A relentless work ethic
 - Excellent communication skills (written and oral)
 - Strong analytical and problem-solving skills

- Excellent skills of organization and follow-through
- A strong academic record, including a bachelor’s degree from an accredited university

- **Director of Operations**
 - Primary Responsibilities
 - Ensuring that non-instructional elements of Great Oaks are conducted smoothly, particularly in the areas of technology, facilities and supplies
 - Acting as primary liaison between the school and its vendors and suppliers to provide necessary supplies and materials for teachers, staff and students
 - Creating and managing systems for key school data, including tracking attendance, maintaining student records and managing the online Student Information System
 - Supervising an Operations Associate, who will provide support in the above responsibilities
 - Key Qualifications
 - Very strong project management skills
 - A commitment to the role of school operations in maximizing student achievement
 - A relentless work ethic
 - Excellent communication skills (written and oral)
 - Strong analytical and problem-solving skills
 - Excellent skills of organization and follow-through
 - A strong academic record, including a bachelor’s degree from an accredited university

- **Dean of Students**
 - Primary Responsibilities
 - To build a culture of highly ambitious academic expectations, structure and order, intellectual rigor, and joyfulness
 - Devise distinctive assemblies, celebrations, and rituals
 - Coach teachers and tutors on classroom management;

- Meet with students and parents on a regular basis
- Further develop and enhance a system of merits and demerits
- Create a sense of identity among students at the school that drives academic achievement and excellent behavior
- Key Qualifications
 - Be dependable
 - Being dedicated to doing whatever it takes to help all the school's students achieve academic success
 - A relentless work ethic
 - Excellent communication skills (written and oral)
 - Strong analytical and problem-solving skills
 - Excellent skills of organization and follow-through
 - A strong academic record, including a bachelor's degree from an accredited university

Teaching Staff Responsibilities and Qualifications

The teachers at Great Oaks Charter School are critical to preparing each of our students for college success by designing and delivering rigorous classroom lessons and maintaining consistently high expectations for conduct. Teachers will be models of the hard work, desire for learning and self-control that we expect our students to learn and display.

Responsibilities

1) Curriculum & Instruction

- Demonstrating solid knowledge and understanding of the content matter
- Establishing, communicating, and demanding high expectations for student learning, and quality of work
- Using a multitude of instructional strategies and activities that are academically rigorous and highly engaging.
- Executing detailed lesson plans mapped to a year-long academic plan to address learning needs.
- Taking full responsibility for student failure and constantly working to respond to the students' learning needs.
- Consistently sending the message that succeeding in college is important, that the student can do it, and that we will not give up on a student.

2) Data

- Track and analyze student data to identify student learning needs and set ambitious, attainable goals for student progress

Great Oaks Charter School – Attachment 8a

- Planning and implementing strategies to achieve targets related to student learning outcomes
- Working collaboratively with the principal and other teachers to develop and revise curriculum based on assessment data

3) Classroom Environment

- Maintaining an efficient, respectful and positive tone in your classroom
- Displaying extraordinary time management to maximize student learning while communicating a constant, tangible sense of urgency
- Ensuring that all students are on task at all times during a lesson
- Clearly and consistently communicating and enforcing school rules, values and expectations
- Building relationships with students that demonstrate an open concern and a sense of responsibility for students' academic and personal growth
- Supervising students during lunch and classroom transitions

4) Other

- Putting in an extraordinary amount of time and effort to contribute to student and school success.
- Demonstrating leadership by independently assuming additional responsibilities when necessary
- Keeping parents informed of successes and struggles through frequent phone calls and meetings
- Contributing to an orderly school culture
- Occasionally leading professional development sessions
- Other duties that may be necessary to fulfill the mission of the school

Qualifications

- Belief that all students have what it takes to be successful
- At least two years of experience improving student achievement in an urban school
- Demonstrated mastery of subject area
- Extremely strong classroom management abilities. Experience in a No Excuses culture preferred
- Bachelor's degree from a competitive college or university required. Advance degrees in subject area preferred
- New York or out-of-state teaching certification preferred

Tutor Corps Member Responsibilities and Qualifications

The Great Oaks Tutor Corps is an intensive one-year urban education fellowship that allows Great Oaks to provide each of its students with several hours of individual attention every day. The members of the Tutor Corps are a critical piece of the Great Oaks model and must be energetic, bright and dedicated to the Great Oaks mission.

Responsibilities

- Work closely with a set of 4-6 Great Oaks students to provide daily tutoring in accordance with tutorial content developed by the classroom teacher

Great Oaks Charter School – Attachment 8a

- Contribute to the development of a strong school culture by consistently embodying high expectations for student behavior
- Support the successful operations of Great Oaks by performing a secondary duty – assisting a classroom teacher or administrator, performing staff/student recruiting, etc

Qualifications

- Record of academic achievement
- Experience working with students, tutoring experience preferable
- “Grit” – the ability to persevere and succeed at a challenging task
- Commitment to the mission of Great Oaks and willingness to go above and beyond to support our students