



Replication Proposal Transmittal Form

1. School Information

Proposed Name of Charter School

Proposed Location (School District or CSD & Region for NYC)

Proposed Enrollment & Grades	Grades Served	Proposed Enrollment
Year 1	Kindergarten - 1st Grade	190
Year 2	Kindergarten - 2nd Grade	250
Year 3	Kindergarten - 3rd Grade	380
Year 4	Kindergarten - 4th Grade	510
Year 5	Kindergarten - 5th Grade	675

Proposed Opening Date Proposed Charter Term

2. Proposed Affiliations

Educational Service Provider or Management Company (if any)

Public Contact Info (Name & Phone #)

Partner Organization (if any)

Public Contact Info (Name & Phone #)

3. Lead Applicant Contact Information

Lead Applicant Name & Affiliation

Name of Existing Education Corp.

Mailing Address

City State Zip Code

Office Phone # Cell Phone # E-Mail

Lead Applicant Media/Public Contact Phone # (required)

Lead Applicant Signature

Note: Authenticated Digital Signature is used, at least one copy of the submitted proposal must bear an original (e.g., not photocopied) signature. By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this Proposal to establish a charter school pursuant to the New York Charter Schools Act of 1998 (as amended) with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

Submit Completed Proposal to:
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Phone: (518) 433-8277
Fax: (518) 427-6510
Web: www.newyorkcharters.org

FOR OFFICIAL USE ONLY: Received By: Date Received



Replication Proposal Summary Form

1. Proposed Charter School Name

Success Academy Charter School - New York 1, 2, 3, 4, 5, and 6

2. Name of Existing Education Corporation

Success Academy Charter Schools - NYC

3. Charter Replication Type

4. Proposed Charter School Location

New York City CSDs 2, 8, 21, 22, 27 and/or 29

5. Management Organization Name (if applicable)

Success Academy Charter Schools

6. Other Partner Organization(s) (if applicable)

N/A

7. Student Population and Grades Served

	School Year	Grades Served	Total Enrollment
Year 1	2014-2015	Kindergarten - 1st Grade	190
Year 5	2018-2019	Kindergarten - 5th Grade	675

8. Applicant(s)

	Name	Bio & Education Corporation Affiliation
X	Samuel A. Cole	Board Chair, Success Academy Charter Schools - NYC

9. Proposed Board of Trustees

	Name	Bio
X	Samuel A. Cole	Trustee of Success Academy Charter Schools - NYC; former Trustee of Success Academy Charter School - Harlem 3; former Trustee of Success Academy Charter School - Harlem 5
X	Bryan Binder	Trustee of Success Academy Charter Schools - NYC; former Trustee of Success Academy Charter School - Harlem 3
X	Jay Bryant	Trustee of Success Academy Charter Schools - NYC; former Trustee of Success Academy Charter School - Harlem 3; former Trustee of Success Academy Charter School - Harlem 5

X	Sandeep Chainani	Trustee of Success Academy Charter Schools - NYC; former Trustee of Success Academy Charter School - Harlem 1; former Trustee of Success Academy Charter School - Harlem 3
X	Scott Friedman	Trustee of Success Academy Charter Schools - NYC; former Trustee of Success Academy Charter School - Harlem 3
X	Donna Kennedy	Trustee of Success Academy Charter Schools - NYC; former Trustee of Success Academy Charter School - Harlem 3; former Trustee of Success Academy Charter School - Harlem 5
X	Lance Rosen	Trustee of Success Academy Charter Schools - NYC; former Trustee of Success Academy Charter School - Harlem 3; former Trustee of Success Academy Charter School - Harlem 4
X	Gregory Sawers	Trustee of Success Academy Charter Schools - NYC; former Trustee of Success Academy Charter School - Harlem 3; former Trustee of Success Academy Charter School - Harlem 2
X	Cate Shinker	Trustee of Success Academy Charter Schools - NYC; former Trustee of Success Academy Charter School - Bed-Stuy 2, Success Academy Charter School - Cobble Hill, and Success Academy Charter School - Williamsburg
Add New Trustee		

10. Overview of the Proposed Program

The mission of Success Academy Charter Schools (“Success Academy”) is to provide students in New York City with an exceptionally high-quality education that gives them the knowledge, skills, character, and disposition to meet and exceed New York State Common Core Learning Standards, and the resources to lead and succeed in school, college, and a competitive global economy.

Success Academy currently operates 12 elementary schools and three middle schools in New York City, and will open six more elementary schools and one more middle school starting in the 2013-2014 school year. Success Academy schools have established a strong track record of high student achievement. Since Success Academy Charter School – Harlem 1 (“SA Harlem 1”) opened its doors in central Harlem in 2006, its results have been unprecedented. In its first testing year (2009), every single SA Harlem 1 scholar who took the New York State tests passed the math assessment (100% passage rate), and 95% passed the English Language Assessment (“ELA”). SA Harlem 1 outperformed schools located in far more affluent communities, including the Upper East and Upper West Sides of Manhattan and the affluent suburb of Scarsdale.

Demonstrating that SA Harlem 1’s early outcomes were anything but a fluke, in subsequent years, SA Harlem 1, Success Academy Charter School – Harlem 2 (“SA Harlem 2”), Success Academy Charter School – Harlem 3 (“SA Harlem 3”), and Success Academy Charter School – Harlem 4 (“SA Harlem 4”) have consistently maintained the same extraordinary student outcomes. These schools have achieved the following results:

- 2010: SA Harlem 1 (the only testing school that year): Math assessment passage rate of 95%, and ELA passage rate of 88%.
- 2011: SA Harlem 1-4: Math assessment passage rate of 95%, and ELA passage rate of 81%.
- 2012: SA Harlem 1-4: Math assessment passage rate of 96%, and ELA passage rate of 88%.

The above results far exceed citywide averages: for example, in 2012, the New York City average passage rates were 60% on the math assessment and 47% on the ELA. Notably, SA Harlem 1-4

scholars have continued to consistently outperform more affluent areas in and around New York City. This past year, each of SA Harlem 1-4 ranked among the top eight charter schools in New York City, and in the top 1% of all elementary/middle schools citywide. In September 2012, the U.S. Department of Education named SA Harlem 1 as a national Blue Ribbon School, which is the U.S. DOE's highest honor – and has never before been awarded to an elementary school in Central Harlem.

By creating world-class schools, Success Academy not only reverses the trend of low student performance in neighborhoods that need high quality schools, it ensures that its students overcome the achievement gap to become competitive with students from the country's most elite schools. Success Academy schools serve low-income and/or mixed-income students residing within the neighborhood and Community School District of location of the school, including English language learners and students with special education needs. Success Academy schools intend to serve these student populations with a view to educating all students at the same high level, irrespective of socioeconomic, racial, ethnic, and/or other status. Success Academy deeply believes that ethnically and socioeconomically integrated school settings provide important benefits to both students and the community at large. Indeed, it is a core principle at Success Academy that every child should have access to a high-quality public school option.

Success Academy provides a full complement of charter school management services, including start-up, financial modeling, curriculum development and planning, human resources, information technology, teacher and leader professional development, data analysis, student recruitment and enrollment, government relations, facilities renovation and management, and other services.

The first day of the 2014-2015 school year will be on or around August 25, 2014 for Kindergarten (approximately one week later for 1st grade), and the last day will be on or around June 12, 2015. In order to provide an exceptionally high-quality education, the proposed schools will operate on an extended school day. Breakfast will be served from 7:15 a.m. to 7:45 a.m., and instruction will start at 7:45 a.m. The school day will conclude at 4:00 p.m. for Kindergarten, and between 4:30 p.m. and 5:30 p.m. for all other grades (except dismissal will occur one day per week between 12:30 p.m. and 2:00 p.m. for staff professional development).

The proposed curriculum follows Success Academy's successful program that embraces whole-child education. Because of the extended school day, the school model is able to offer a variety of subjects including, but not limited to, Success Academy-developed THINK Literacy, TERC-Investigations math supplemented with Cognitively Guided Instruction, Success Academy's discovery-oriented science program, art, chess, sports, and other subjects.

In addition to a rich academic curriculum, the proposed schools intend to teach an important set of core values to their students. We refer to these as ACTION values: Agency, Curiosity, Try and Try, Integrity, Others, and No Shortcuts. The goal is to ensure that graduates are not only intellectual scholars, but also good citizens.

On a regular basis, students will be formally assessed using the Fountas & Pinnell reading assessment and math interim assessments. The results are promptly reviewed, and teachers adjust teaching practice in real time based on data.

Success Academy views its teachers and school leaders as Olympic athletes who must constantly train and improve their skills. Professional development is an essential ingredient in the school model and is a key requirement for Success Academy teachers. Each year, teachers receive extensive professional development, including an intensive multi-week program before school starts.

This program continues one afternoon each school week and with approximately eight full professional development days. In addition, teachers are given many opportunities to observe excellent teachers at other schools (both inside and outside of Success Academy), and attend workshops designed to master effective teaching techniques.

1. Community Description, Need and Proposed School Impact

(a) Community Description and Need:

Provide an analysis of the community and target population for the school, including;

- **A description of the community from which the proposed school intends to draw students;**
- **Community demographics;**
- **A description of the specific population of students the proposed school intends to serve;**
- **The applicants' rationale for selecting the community;**
- **Performance of local schools in meeting the need; and,**
- **How the proposed school provides a needed alternative for the proposed community.**

With this proposal, Success Academy Charter Schools – NYC (“SA NYC”) seeks to open a total of six new schools in Manhattan, the Bronx, Brooklyn, and Queens. While the precise locations of the schools will be determined based on the availability of public school buildings and are therefore subject to change, Success Academy has targeted and conducted outreach in the following Community School Districts (“CSDs”): CSD 2, CSD 8, CSD 21, CSD 22, CSD 27, and CSD 29.

The demographics of CSDs 2, 8, 21, 22, 27, and 29 are representative of a wide-range of racial and ethnic groups and income levels. The proposed schools in these CSDs align with Success Academy Charter School’s (“Success Academy’s”) dual mission of providing a world-class education to children from low-income communities and achieving economically and racially integrated school settings that provide tangible and important benefits to both students and the community at large. Success Academy’s existing schools serve a range of diverse communities and student populations, similar to the communities in the proposed CSDs. As described below, all of these existing Success Academy schools have proven overwhelmingly popular with their communities and receive far more applications than they have seats available.

As indicated in Response 15(d) – Admissions Policy, each proposed school will have an admissions preference for in-district applicants. It is therefore anticipated that the student population of each proposed school will reflect the community in which it is located. The demographics of CSDs 2, 8, 21, 22, 27, and 29 are described below.

CSD 2: CSD 2 covers a wide swath of Manhattan, including the Upper East Side, Midtown, Greenwich Village, Chelsea, Two Bridges, and Battery Park City. According to the New York City Department of Education (“DOE”) School Demographics and

Accountability Snapshots (“Snapshots”) database,¹ 37% of students at elementary and middle schools identify as white, 9% identify as black, 19% identify as Hispanic, and 31% identify as Asian. English language learners constitute 10% of the student population, and 38% of the student population is eligible for the free and reduced price lunch (“FRPL”) program. In August 2013, SA NYC opened two ethnically and socioeconomically integrated schools in CSD 2: Success Academy Charter School – Hell’s Kitchen (“SA Hell’s Kitchen”) and Success Academy Charter School – Union Square (“SA Union Square”).

Although CSD 2 has many underperforming schools, New York City Charter Center data shows that CSD 2 contains just two charter elementary schools (both SA NYC schools) and only one charter middle school. Private schools are also out of reach for the vast majority of families. According to records from the National Center on Education Statistics (“NCES”), there are approximately 50 private elementary/secondary schools in CSD 2. However, these are concentrated in the wealthiest sections of the district, such as the Upper East Side, and cater to parents who can shoulder tuitions that are approaching \$40,000 per year. One CSD 2 private school, The Brearley School, charged \$38,200 per year in 2012-2013.²

There is clear and widespread interest for more high-performing school options from parents in the district. Parents in CSD 2 submitted more than 700 applications last year for seats at SA Hell’s Kitchen and SA Union Square.

For more information on existing schools in CSD 2, please refer to Response 01(b) below.

CSD 8: CSD 8 encompasses southern and eastern Bronx neighborhoods, such as Hunts Point, Soundview and Throg’s Neck. Most students in CSD 8 are minorities, and most come from low-income households. According to Snapshots, 6% of students at elementary and middle schools identify as white, 24% identify as black, 64% identify as Hispanic, and 5% identify as Asian. English language learners constitute 12% of the student population, and 78% of the student population is eligible for the FRPL program.

There are five charter schools serving elementary/middle school grades in CSD 8 (including one Success Academy school). In addition, there are 12 private elementary/middle schools in the district, according to NCES data.

Success Academy Charter School – Bronx 3 (“SA Bronx 3”) opened in August 2013 in CSD 8. Demand from parents in the district was overwhelming; they submitted more than

¹ Available at <http://schools.nyc.gov/NR/ronlyres/F318E6F9-5787-403E-8ABD-139656D7A06E/0/DemographicSnapshot2012Public.xlsx>.

² Jenny Anderson and Rachel Ohm, *Bracing for \$40,000 at New York City Private Schools*, NEW YORK TIMES, Jan. 27, 2012, <http://www.nytimes.com/2012/01/29/nyregion/scraping-the-40000-ceiling-at-new-york-city-private-schools.html>.

800 applications for approximately 200 seats. Moreover, Success Academy has a track record of serving CSD 8 families at an exceptionally high level. When Success Academy Charter School – Bronx 2 (“SA Bronx 2”) opened in August 2010, it was located in CSD 8. Although the school has moved to CSD 9, many CSD 8 families have remained at the school. In the 2013 state tests, SA Bronx 2 ranked among the top 1% of all schools in New York in both math and English Language Arts. For more information regarding the extraordinary results at SA Bronx 2 and other Success Academy schools, please refer to Appendix A and Response 24 – Supplemental Information.

For more information on existing schools in CSD 8, please refer to Response 1(b) below.

CSD 21: CSD 21 contains the southern Brooklyn neighborhoods of Coney Island, Gravesend, Brighton Beach, Homecrest, and parts of Bensonhurst. According to Snapshots, 37% of students identify as white, 10% identify as black, 26% identify as Hispanic, and 27% identify as Asian. English language learners constitute 17% of the student population, and 65% of the student population is eligible for the FRPL program.

There is only one charter school in CSD 21, and none that serve elementary grades. Nine private elementary/middle schools are located in the district, according to NCES data (two of these are specialized schools for students with disabilities and one school only enrolls children in pre-kindergarten and kindergarten).

Given the track record of the Success Academy schools and the lack of educational choices in CSD 21, Success Academy anticipates robust parent demand. Families in CSD 17 – a few miles away and the location of two Success Academy schools that opened in August 2013 – filled out approximately 1,200 applications during the most recent recruitment cycle.

CSD 22: CSD 22 contains the southeastern Brooklyn neighborhoods of Sheepshead Bay, Madison, Midwood, Flatlands, Marine Park, Mill Basin, and parts of Flatbush. According to Snapshots, 26% of students identify as white, 44% identify as black, 14% identify as Hispanic, and 15% identify as Asian. English language learners constitute 10% of the student population, and 63% of the student population is eligible for the FRPL program.

There are two charter schools serving elementary/middle school grades in CSD 22, one of which is the Hebrew Language Academy Charter School. In addition, there are 17 private elementary/middle schools in the CSD, according to NCES data. Three of these only serve children in pre-kindergarten and kindergarten; one is a specialized school for children with cerebral palsy.

There is already clear demand in CSD 22 for new, high-quality charter schools in general and for Success Academy schools in particular. Success Academy schools received 580 applications from families in CSD 22 last year, despite not operating a school in the district.

For more information on existing public school options in CSD 22, please refer to Response 01(b) below.

CSD 27: CSD 27 includes the southeastern Queens neighborhoods of Ozone Park, Lindenwood, Baisley Park, Woodhaven, Richmond Hill, Howard Beach, and the Rockaway peninsula. According to Snapshots, 12% of CSD 27 students identify as white, 27% identify as black, 36% identify as Hispanic, and 24% identify as Asian. English language learners constitute 9% of the student population, and 70% of the student population is eligible for the FRPL program.

There are two charter schools serving elementary/middle grades in CSD 27. In addition, there are 18 private elementary/middle schools in the CSD, according to NCES data.

Success Academy has already experienced significant demand in Queens — despite not having a school in the borough. Last year, Success Academy schools received 71 applications from CSD 27 and more than 400 from Queens as a whole.

CSD 29: CSD 29 contains the southeastern Queens neighborhoods of Rosedale, Cambria Heights, Laurelton, Queens Village, Hollis and St. Albans. According to Snapshots, 2% of students identify as white, 67% identify as black, 14% identify as Hispanic and 16% identify as Asian. English language learners constitute 8% of the student population, and 66% of the student population is eligible for the FRPL program.

There are two charter schools serving elementary/middle grades in CSD 29. In addition, there are 28 private elementary/middle schools in the CSD, according to NCES data. However, 10 of these do not serve children older than third grade.

As noted above, the demand from Queens families for Success Academy schools has been significant, even before Success Academy has opened any schools in the borough. Last year, Success Academy schools received 81 applications from CSD 29 residents and more than 400 from Queens as a whole.

As described throughout this proposal, the communities served by the proposed schools have a strong need and demand for expanded choice among high-quality public education options. CSDs 2, 8, 21, 22, 27, and 29 are comprised of students from a wide array of ethnic and racial groups and socioeconomic backgrounds. Replicating Success Academy's school design in these CSDs will benefit all demographics, irrespective of income level. Students from low-income families benefit academically from attending mixed-income schools,³ and the establishment of high-quality mixed-income schools

³ See, e.g., Stephanie McCrummen & Michael Birnbaum, *Study of Montgomery County Schools Shows Benefits of Economic Integration*, WASH. POST. Oct. 15, 2010, <http://www.washingtonpost.com/wp-dyn/content/article/2010/10/14/AR2010101407577.html>.

raises the bar generally for lagging schools.⁴ In CSD 8, where the income gap is widest among these proposed CSD, access to a high-quality education becomes critical given that schools in such CSDs consistently underperform when compared to other schools in more affluent neighborhoods of New York City. As such, parents are clamoring for high-quality options in public education.

The proposed schools will serve low-income and/or mixed-income students residing within CSDs 2, 8, 21, 22, 27, and 29, including English language learners and students with special education needs. Success Academy schools are proud to provide an exceptionally high-quality education to all students irrespective of socioeconomic, racial, ethnic, and/or other status.

The Educational Landscape in CSDs 2, 8, 21, 22, 27, and 29

The proposed CSDs are lacking in public school options that produce excellent student achievement outcomes across racial and socioeconomic demographics.

Table 1 reflects math pass rates on the 2013 state tests by ethnic demographic for each district. Table 2 does the same for English Language Arts.

Table 1 – State Exam Pass Rates By Ethnicity - Math

*data in %	Asian	Black	Hispanic	White	All students
CSD 2	74	27	30	71	60
CSD 8	51	11	15	32	17
CSD 21	62	15	21	49	43
CSD 22	57	20	24	52	35
CSD 27	46	16	26	47	31
CSD 29	43	15	19	22	20

Table 2 – State Exam Pass Rates by Ethnicity - ELA

*data in %	Asian	Black	Hispanic	White	All students
CSD 2	58	28	29	69	54
CSD 8	43	12	14	30	16
CSD 21	47	19	18	45	36
CSD 22	45	20	24	47	31

⁴ See, e.g., Stephanie Banchemo, *Middle-Class Schools Miss the Mark*, WALL ST. J., Sept. 12, 2011, <http://online.wsj.com/article/SB10001424053111904103404576556793425227416.html>.

CSD 27	39	16	23	43	27
CSD 29	38	18	20	22	22

CSD 2: While CSD 2 has some high performing zone public schools, many are underperforming. In addition, there is a large achievement gap separating white and Asian students from their black and Hispanic counterparts.⁵ CSD 2 encompasses some of New York City’s wealthiest neighborhoods. Even so, black and Hispanic students are achieving at dramatically lower levels than their white and Asian peers. In math, the pass rate of Asian students surpassed that of black students by 47 percentage points and that of Hispanic students by 44 percentage points. Similarly, black students passed ELA at a rate 41 percentage points lower than white students; Hispanic students trailed by 40 percentage points.

Success Academy believes this achievement gap is unacceptable, and its track record shows that it has been successful in closing the achievement gap. In fact, Success Academy schools — where black and Hispanic students constitute more than 98% of test takers – outperformed white students across the state by 44 percentage points in math and 18 percentage points in ELA on the 2013 state exams.⁶ Moreover, given the diverse range of income levels in CSD 2, Success Academy would fulfill its mission of achieving high-performing and integrated schools that benefit communities at large.

As of August 2013, Success Academy now operates two schools in CSD 2: SA Hell’s Kitchen and SA Union Square, both of which opened in August 2013. The network conducted extensive parent outreach in these communities – which resulted in more than 700 applications from CSD 2 families – and has already expanded these outreach efforts. In neighboring CSD 3, whose demographics are similar to those of CSD 2, Success Academy Charter School — Upper West (“SA Upper West”) has become even more popular during its first two years of operation. SA Upper West received more than 2,500 applications for approximately 150 seats for the 2013-2014 school year.

CSD 8: CSD 8 is one of the lowest-performing CSDs in New York City. Only 16% of all students passed the ELA state exam in 2013 and 17% passed math. Fifty percent of CSD 8 children scored at Level 1, the lowest score level, on the math exam. Forty-seven percent did so in ELA.

The district’s lack of high-quality educational options is stark. Just two of the 42 elementary/middle schools exceeded the state’s average ELA pass rate, and at only one school did more than half of children rate as proficient in reading. Not a single school in

⁵ See New York City Department of Education, ELA and Math Test Results <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>

⁶ New York State Education Department database of 2013 state exam results published at <http://www.nysed.gov>.

the district saw more than half of its students pass the math exam. Moreover, the DOE runs only one gifted and talented program in CSD 8.

Success Academy has an excellent track record in CSD 8 and in the Bronx as a whole. SA Bronx 2, which opened in CSD 8 before later moving, ranked in the top 1% of all New York State schools in both the math and ELA state exams in 2013. On the city-administered survey of parent satisfaction in 2012, SA Bronx 2 ranked as the top school in New York City for academics.⁷ Fueled by these results, demand for Success Academy schools has been overwhelming: more than 800 families from CSD 8, and 4,900 families from the Bronx, submitted applications to Success Academy schools for the 2013-2014 school year.

CSD 21: Although many elementary/middle schools in CSD 21 are diverse, there are nonetheless significant achievement gaps across ethnicities. While 62% of Asian students and 49% of white students in the CSD passed the state math exam in 2013, only 15% of black students and 21% of Hispanic students passed. In ELA, the disparities were similar: 47% of Asian students and 45% of white students passed, compared to 19% of black students and 18% of Hispanic students.

At-risk populations also lag far behind their peers in CSD 21. In a district with many large immigrant communities, only 4% of English language learners passed the state ELA exam in 2013, compared to 43% of English proficient students. Sixteen percent of English language learners passed the state math exam, compared to 48% of English proficient students. In addition, just 7% of special education students passed the state ELA exam, compared to 42% of students without disabilities. Twelve percent of special education students passed the state math exam, compared to 49% of students without disabilities. The data makes clear that CSD 21's schools are failing these at-risk children.

Moreover, there are very few high-performing schools in CSD 21. Out of 22 elementary schools, only one had an ELA pass rate of more than 50%. At that school, P.S. 100, 83% of students are white — an extreme outlier in a district where the average elementary school enrolls 34% white students. At only four elementary schools did more than half of students pass the math exam, and these schools serve student populations that are significantly wealthier than the district as a whole. On average, 55% of their students are eligible for FRPL, compared to an average of 74% at all other CSD 21 elementary schools.

CSD 22: Although a number of schools in CSD 22 are diverse, there are substantial achievement gaps separating children of different ethnicities. While 57% of Asian students and 52% of white students passed the state math exam, only 20% of black students and 24% of Hispanic students were proficient. There were also sizable

⁷ Analysis of DOE's School Survey, *available at* <http://schools.nyc.gov/Accountability/tools/survey/default.htm>.

disparities in ELA. The pass rate was 45% for Asian students and 47% for white students, but just 20% for black students and 24% for Hispanic students.

A stark divide characterizes CSD 22. Schools in waterfront areas – such as Gerritsen Beach, Manhattan Beach, and Mill Basin – are significantly more affluent and have higher percentages of white students than schools located further inland. At the elementary schools with the four highest proficiency rates in math, an average of 13% of students are black or Hispanic and 52% are eligible for FRPL. Conversely, at the elementary schools with the four lowest proficiency rates in math, the student population is on average 94% minority and 77% of children are eligible for FRPL. The same pattern holds true for ELA. Of the 13 elementary schools where the proficiency rate surpassed that of New York State as a whole, just one school is more than 50% black and Hispanic. Of the 12 elementary schools where ELA proficiency was below the state average, 11 enrolled more than 50% black and Hispanic students. Nine of the 11 enrolled at least 88% black and Hispanic students.

CSD 27: Many schools in CSD 27 enroll diverse populations of students, but substantial achievement gaps separate children of different ethnicities. In math, 46% of Asian students and 47% of white students passed math, compared to 16% of black students and 26% of Hispanic students. In ELA, there were similar disparities. While 39% of Asian students and 43% of white students were proficient, just 16% of black students 23% of Hispanic students achieved proficiency.

In addition, CSD 27 schools struggled tremendously to serve at-risk students. Only 9% of children with disabilities were proficient in math (compared to 35% of children without disabilities) and 6% were proficient in reading (compared to 31% of children without disabilities). Similarly, just 10% of English language learners passed math (compared to 33% of English proficient students) and 4% passed reading (compared to 29% of English proficient students).

Student performance lags at the vast majority of CSD 27 schools. At the school with the best ELA results in the district, fewer than half of students (48%) were proficient. This school, P.S. 47 Chris Galas, serves a student population that is only 10% black or Hispanic (compared to an average of 67% at all other schools in CSD 27) and 34% eligible for FRPL (compared to an average of 73% at all other schools in the district). CSD 27 performed slightly better in math, but nonetheless, only four elementary schools out of 35 exceeded 50% proficiency. By comparison, there were five schools in CSD 27 where proficiency rates in *both* math and ELA were in the single digits.

At the five elementary schools where fewer than half of children qualify for FRPL, the average math proficiency rate was 48%. At the five schools with the highest rates of FRPL eligibility, the average pass rate was 15% – a gap of 33 percentage points.

CSD 29: Schools in CSD 29 are not producing high outcomes. There are, however, significant achievement gaps that separate Asian students from their peers. While 43% of Asian students passed the math exam, just 22% of white students, 15% of black students and 19% of Hispanic students passed. In math, 38% of Asian students passed – compared to 22% of white students, 18% of black students, and 20% of Hispanic students.

In CSD 29, the top-performing school in ELA had a proficiency rate under 50%. Only one of the district’s 26 elementary schools surpassed 50% proficient in math. The students at this school, P.S. 131 Abigail Adams, are 74% Asian – compared to an average Asian enrollment of 10% at the other schools in CSD 29. In ELA, just five schools in CSD 29 surpassed the New York State average proficiency rate of 31%.

(b) Programmatic Impact

Describe the *programmatic* impact of the establishment of the proposed charter school on existing public and nonpublic schools in the same geographic area as the proposed school location. Responses should include:

- **A table listing the existing educational options and grades served available to the target population including all district, charter schools, and private schools;**
- **Information demonstrating a thorough analysis of existing educational options for the existing community and target population;**
- **Analysis of how the proposed school’s enrollment plan will impact the enrollment and programmatic viability of the public and non-public schools; and,**
- **Analysis of the provision of novel or different programs or instructional approaches to those currently in place in the targeted community or population.**

The below tables list the existing schools in CSDs 2, 8, 21, 22, 27, and 29 that serve elementary and/or middle school grades. The tables exclude schools that teach exclusively high school grades. The tables include schools run by the NYC DOE,⁸ charter schools,⁹ and private schools.¹⁰

⁸ See Snapshots.

⁹ NYC DOE Charter School Directory (grade ranges reflect 2011-2012, the most recent available year, unless otherwise noted). *Available at* <http://schools.nyc.gov/community/planning/charters/Directory.htm>

¹⁰ Private school data is from the NCES database (all data reflects 2009-2010, the most recent year available). *Available at* <http://nces.ed.gov/surveys/pss/privateschoolsearch/>.

Elementary and Middle Schools in CSD 2		
<i>School</i>	<i>Grades Served</i>	<i>Type</i>
P.S. 006 LILLIE D. BLAKE	K to 5	DOE
P.S. 77 LOWER LAB SCHOOL	K to 5	DOE
P.S. 234 INDEPENDENCE SCHOOL	K to 5	DOE
P.S. 89	K to 5	DOE
BATTERY PARK CITY SCHOOL	K to 8	DOE
P.S. 041 GREENWICH VILLAGE	K to 5	DOE
P.S. 290 MANHATTAN NEW SCHOOL	K to 5	DOE
P.S. 183 ROBERT L. STEVENSON	K to 5	DOE
EAST SIDE MIDDLE SCHOOL	6 to 8	DOE
P.S. 150	K to 5	DOE
P.S. 040 AUGUSTUS SAINT-GAUDENS	K to 5	DOE
P.S. 003 CHARRETTE SCHOOL	K to 5	DOE
P.S. 158 BAYARD TAYLOR	K to 5	DOE
M.S. 255 SALK SCHOOL OF SCIENCE	6 to 8	DOE
P.S. 059 BEEKMAN HILL INTERNATIONAL	K to 5	DOE
INSTITUTE FOR COLLABORATIVE EDUCATION	6 to 8	DOE
P.S. 212 MIDTOWN WEST	K to 5	DOE
PROFESSIONAL PERFORMING ARTS HIGH SCHOOL	6 to 8	DOE
P.S. 116 MARY LINDLEY MURRAY	K to 5	DOE
M.S. 260 CLINTON SCHOOL WRITERS & ARTISTS	6 to 8	DOE
NEW YORK CITY LAB MIDDLE SCHOOL FOR COLLABORATIVE STUDIES	6 to 8	DOE
SCHOOL OF THE FUTURE HIGH SCHOOL	6 to 8	DOE
ELLA BAKER SCHOOL	K to 8	DOE
J.H.S. 167 ROBERT F. WAGNER	6 to 8	DOE
P.S./I.S. 217 ROOSEVELT ISLAND	K to 8	DOE

I.S. 289	6 to 8	DOE
P.S. 011 WILLIAM T. HARRIS	K to 5	DOE
QUEST TO LEARN	6 to 8	DOE
LOWER MANHATTAN COMMUNITY MIDDLE SCHOOL	6 to 8	DOE
BALLET TECH, NYC PUBLIC SCHOOL FOR DANCE	K to 8	DOE
P.S. 124 YUNG WING	K to 5	DOE
P.S. 198 ISADOR E. IDA STRAUS	K to 5	DOE
J.H.S. 104 SIMON BARUCH	6 to 8	DOE
P.S. 111 ADOLPH S. OCHS	K to 8	DOE
P.S. 051 ELIAS HOWE	K to 5	DOE
P.S. 130 HERNANDO DE SOTO	K to 5	DOE
P.S. 126 JACOB AUGUST RIIS	K to 8	DOE
LIFE SCIENCES SECONDARY SCHOOL	6 to 8	DOE
P.S. 033 CHELSEA PREP	K to 5	DOE
THE 47 AMERICAN SIGN LANGUAGE & ENGLISH LOWER SCHOOL	K to 8	DOE
P.S. 001 ALFRED E. SMITH	K to 5	DOE
M.S. 131	6 to 8	DOE
P.S. 042 BENJAMIN ALTMAN	K to 5	DOE
P.S. 002 MEYER LONDON	K to 5	DOE
SUCCESS ACADEMY CHARTER SCHOOL – HELL’S KITCHEN	K to 1 (at scale: K to 8)	Charter
SUCCESS ACADEMY CHARTER SCHOOL – UNION SQUARE	K to 1 (at scale: K to 8)	Charter
GREAT OAKS CHARTER SCHOOL	6 (at scale: 6 to 10)	Charter
PHILOSOPHY DAY SCHOOL	Pre-K to 5	Private
CORLEARS SCHOOL	Pre-K to 4	Private
THE CATHEDRAL SCHOOL	Pre-K to 8	Private
WINSTON PREPARATORY SCHOOL	6 to 12	Private
THE CHILD SCHOOL	K to 12	Private
THE GENEVA SCHOOL OF MANHATTAN	Pre-K to 8	Private
ST PATRICK SCHOOL	Pre-K to 8	Private
LYCEUM KENNEDY	Pre-K to 11	Private

AARON SCHOOL	K to 5	Private
MESIVTA TIFERETH JERUSALEM	K to 12	Private
SOLOMON SCHECHTER SCHOOL OF MANHATTAN	K to 8	Private
LA SCUOLA D ITALIA GUGLIELMO MARCONI	Pre-K to 12	Private
THE CAEDMON SCHOOL	Pre-K to 5	Private
BRITISH INTERNATIONAL SCHOOL OF NY	Pre-K to 6	Private
ST STEPHEN OF HUNGARY SCHOOL	Pre-K to 8	Private
RABBI ARTHUR SCHNEIER PARK EAST DAY SCHOOL	Pre-K to 8	Private
GUARDIAN ANGEL SCHOOL	Pre-K to 8	Private
ST JOSEPH SCHOOL	Pre-K to 8	Private
SACRED HEART OF JESUS SCHOOL	Pre-K to 8	Private
ST JAMES SCHOOL	Pre-K to 8	Private
CHURCHILL SCHOOL & CENTER	K to 12	Private
OUR LADY OF POMPEII SCHOOL	K to 8	Private
RUDOLF STEINER SCHOOL	Pre-K to 12	Private
HOLY CROSS SCHOOL	Pre-K to 8	Private
CITY COUNTRY SCHOOL	Pre-K to 8	Private
ST JOSEPH'S SCHOOL- YORKVILLE	Pre-K to 8	Private
TRANSFIGURATION SCHOOL	1 to 8	Private
THE BROWNING SCHOOL	K to 12	Private
MARYMOUNT SCHOOL OF NEW YORK	Pre-K to 12	Private
BUCKLEY SCHOOL	K to 9	Private
THE TOWN SCHOOL	Pre-K to 8	Private
ST BERNARDS SCHOOL	K to 8	Private
BIRCH WATHEN LENOX SCHOOL	K to 12	Private
NIGHTINGALE-BAMFORD SCHOOL	K to 12	Private
GRACE CHURCH SCHOOL	Pre-K to 8	Private
HEWITT SCHOOL	K to 12	Private
THE ALLEN-STEVENSON	K to 9	Private

SCHOOL		
CLAREMONT PREP	Pre-K to 9	Private
FRIENDS SEMINARY	K to 12	Private
HUNTER COLLEGE HIGH SCHOOL	7 to 12	Private
CONVENT OF THE SACRED HEART	Pre-K to 12	Private
EPIPHANY ELEMENTARY SCHOOL	Pre-K to 8	Private
THE CHAPIN SCHOOL LTD	K to 12	Private
TREVOR DAY SCHOOL	Pre-K to 12	Private
ST IGNATIUS LOYOLA SCHOOL	K to 8	Private
RAMAZ SCHOOL	Pre-K to 12	Private
DALTON SCHOOL	K to 12	Private
LYCEE FRANCAIS DE NEW YORK	Pre-K to 12	Private
UNITED NATIONS INTERNATIONAL SCHOOL	K to 12	Private

Elementary and Middle Schools in CSD 8		
<i>School</i>	<i>Grades Served</i>	<i>Type</i>
P.S. X010	Pre-K to 12	DOE
P.S. X014 SENATOR JOHN CALANDRA	K to 5	DOE
P.S. 036 UNIONPORT	Pre-K to 5	DOE
P.S. 048 JOSEPH R. DRAKE	Pre-K to 5	DOE
P.S. 062 INOCENSIO CASANOVA	Pre-K to 5	DOE
P.S. 069 JOURNEY PREP SCHOOL	Pre-K to 5	DOE
P.S. 071 ROSE E. SCALA	K to 8	DOE
P.S. 072 DR. WILLIAM DORNEY	Pre-K to 5	DOE
P.S. 075	K to 5	DOE
P.S. 093 ALBERT OLIVER	Pre-K to 5	DOE
P.S. 100 ISAAC CLASON	Pre-K to 5	DOE
M.S. X101 EDWARD R. BYRNE	6 to 8	DOE
P.S. 107	Pre-K to 5	DOE
P.S. 119	Pre-K to 5	DOE
J.H.S. 123 JAMES M. KIERAN	6 to 8	DOE
J.H.S. 125 HENRY HUDSON	6 to 8	DOE

P.S. 130 ABRAM STEVENS HEWITT	Pre-K to 5	DOE
J.H.S. 131 ALBERT EINSTEIN	6 to 8	DOE
P.S. 138 SAMUEL RANDALL	Pre-K to 5	DOE
P.S. X140 THE EAGLE SCHOOL	Pre-K to 5	DOE
P.S. 146 EDWARD COLLINS	Pre-K to 5	DOE
P.S. 152 EVERGREEN	Pre-K to 5	DOE
P.S. 182	Pre-K to 5	DOE
BRONX STUDIO SCHOOL FOR WRITERS AND ARTISTS	6 to 12	DOE
M.S. 301 PAUL L. DUNBAR	6 to 8	DOE
M.S. 302 LUISA DESSUS CRUZ	6 to 8	DOE
P.S. 304 EARLY CHILDHOOD SCHOOL	Pre-K to 5	DOE
P.S. 333 THE MUSEUM SCHOOL	Pre-K to 5	DOE
THE ACADEMY OF THE ARTS	Pre-K to 5	DOE
THE SCHOOL FOR INQUIRY AND SOCIAL JUSTICE	6 to 8	DOE
URBAN ASSEMBLY ACADEMY FOR MATH, SCIENCE AND TECHNOLOGY APPLICATIONS	6 to 8	DOE
URBAN INSTITUTE OF MATHEMATICS	6 to 8	DOE
THE BRONX MATHEMATICS PREPATORY SCHOOL	6 to 8	DOE
ANTONIA PANTOJA PREPATORY ACADEMY: A COLLEGE BOARD SCHOOL	6 to 11 (at scale: 6 - 12)	DOE
THE HUNTS POINT SCHOOL	6 to 8	DOE
SOUNDVIEW ACADEMY FOR CULTURE AND SCHOLARSHIP	6 to 8	DOE
ARCHIMEDES ACADEMY FOR MATH, SCIENCE AND TECHNOLOGY	6 to 11 (at scale: 6 to 12)	DOE
BLUEPRINT MIDDLE SCHOOL	6 (at scale: 6 to 8)	DOE
MOTT HALL COMMUNITY SCHOOL	6 to 8	DOE
P.S. 119	Pre-K to 5	DOE
HOSPITAL SCHOOLS	K to 12	DOE
BRONX CHARTER SCHOOL FOR THE ARTS	K to 5	CHARTER

GIRLS PREP BRONX ELEMENTARY SCHOOL	K to 4	CHARTER
HYDE LEADERSHIP CHARTER SCHOOL	K to 12	CHARTER
METROPOLITAN LIGHTHOUSE CHARTER SCHOOL	K to 4 (at scale: K to 12)	CHARTER
SUCCESS ACADEMY CHARTER SCHOOL – BRONX 3	K to 1 (at scale: K to 8)	CHARTER
St. Athanasius School	Pre-K to 8	PRIVATE
St. Ignatius Academy	6 to 8	PRIVATE
Holy Cross Elementary School	Pre-K to 8	PRIVATE
St. John Vianney Cure of Ars School	Pre-K to 8	PRIVATE
Holy Family School	Pre-K to 8	PRIVATE
Thessalonica Academy (on the border)	K to 8	PRIVATE
St. Frances de Chantal School	Pre-K to 8	PRIVATE
St. Benedict School	Pre-K to 8	PRIVATE
Villa Maria Academy	Pre-K to 8	PRIVATE
Our Lady of the Assumption School	Pre-K to 8	PRIVATE
Greek American Institute of New York	Pre-K to 8	PRIVATE
St. Theresa School	Pre-K to 8	PRIVATE

Elementary and Middle Schools in CSD 21		
<i>School</i>	<i>Grades Served</i>	<i>Type</i>
Brooklyn School of Inquiry	K to 4	DOE
Brooklyn Studio Secondary School	6 to 12	DOE
I.S. 303 Herbert S Eisenberg	6 to 8	DOE
I.S. 98 Bay Academy	6 to 8	DOE
Kingsborough Early College School	6 to 12	DOE
Mark Twain I.S. 239 for the Gifted and Talented	6 to 8	DOE
P.S. 095 The Gravesend	Pre-K to 8	DOE
P.S. 099 Isaac Asimov	Pre-K to 8	DOE
P.S. 100 The Coney Island School	Pre-K to 5	DOE
P.S. 101 The Verrazano	K to 5	DOE

P.S. 121 Nelson A. Rockefeller	Pre-K to 8	DOE
P.S. 128 The Bensonhurst	Pre-K to 5	DOE
P.S. 153 Homecrest	Pre-K to 5	DOE
P.S. 177 The Marlboro	Pre-K to 5	DOE
P.S. 188 Michael E. Berdy	Pre-K to 5	DOE
P.S. 209 Margaret Mead	Pre-K to 8	DOE
P.S. 212 Lady Deborah Moody	Pre-K to 5	DOE
P.S. 215 Morris H. Weiss	Pre-K to 5	DOE
P.S. 216 Arturo Toscanini	Pre-K to 5	DOE
P.S. 226 Alfred De B.Mason	Pre-K to 8	DOE
P.S. 238 Anne Sullivan	Pre-K to 8	DOE
P.S. 253	Pre-K to 5	DOE
P.S. 288 The Shirley Tanyhill	Pre-K to 8	DOE
P.S. 329 Surfside	Pre-K to 5	DOE
P.S. 370	K to 12	DOE
P.S. 90 Edna Cohen School	Pre-K to 5	DOE
P.S. 97 The Highlawn	Pre-K to 5	DOE
P.S. Frederick Wachtel	Pre-K to 5	DOE
P.S. K225 - The Eileen E. Zaglin	Pre-K to 8	DOE
P.S. K721 Brooklyn Occupational Training Center	8 to 12	DOE
P.S. K771	K to 12	DOE
The Academy of Talented Scholars	K to 4	DOE
I.S. 096 Seth Low	6 to 8	DOE
P.S. 199 Frederick Wachtel	Pre-K to 5	DOE
I.S. 228 David A. Boody	6 to 8	DOE
I.S. 281 Joseph B Cavallaro	6 to 8	DOE
Coney Island Preparatory Public Charter School	5 to 8	CHARTER
Bishop Kearney High School	8 to 12	PRIVATE
Imagine Academy	Ungraded (ages 3-21)	PRIVATE, FOR STUDENTS WITH AUTISM

Gold Material	Pre-K to K	PRIVATE
Block Institute School	Ungraded (ages 3-8)	PRIVATE, FOR STUDENT S WITH SPECIAL NEEDS
Big Apple Academy	K to 8	PRIVATE
Brooklyn Amity School	Pre-K to 12	PRIVATE
St. Mary Mother of Jesus/St. Frances Cabrini Academy	Pre-K to 8	PRIVATE
Stillwell Ave. Prep & Nursery School	Pre-K to K	PRIVATE
Our Lady Of Grace School	Pre-K to 8	PRIVATE

Elementary and Middle Schools in CSD 22		
<i>School</i>	<i>Grades Served</i>	<i>Type</i>
Andries Hudde	K to 5 (K to 8 at scale)	DOE
Brooklyn College Academy	7 to 12	DOE
I. S. 381	6 to 8	DOE
J.H.S. 014 Shell Bank	6 to 8	DOE
J.H.S. 078 Roy H. Mann	6 to 8	DOE
J.H.S. 234 Arthur W. Cunningham	6 to 8	DOE
J.H.S. 278 Marine Park	6 to 8	DOE
P.S. 052 Sheepshead Bay	Pre-K to 5	DOE
P.S. 109	K to 8	DOE
P.S. 119 Amersfort	K to 5	DOE
P.S. 139 Alexine A. Fenty	Pre-K to 5	DOE
P.S. 193 Gil Hodges	Pre-K to 5	DOE
P.S. 194 Raoul Wallenberg	Pre-K to 5	DOE
P.S. 195 Manhattan Beach	Pre-K to 5	DOE
P.S. 197 Brooklyn	Pre-K to 5	DOE
P.S. 198 Brooklyn	Pre-K to 5	DOE
P.S. 203 The School for Future Leaders	Pre-K to 5	DOE
P.S. 206 Joseph F Lamb	Pre-K to 8	DOE
P.S. 207 Elizabeth G. Leary	Pre-K to 8	DOE
P.S. 217 Colonel David Marcus School	Pre-K to 5	DOE

P.S. 222 Katherine R. Snyder	Pre-K to 5	DOE
P.S. 236 Mill Basin	Pre-K to 5	DOE
P.S. 245	Pre-K to 5	DOE
P.S. 251 Paerdegat	Pre-K to 5	DOE
P.S. 254 Dag Hammarskjold	Pre-K to 5	DOE
P.S. 255 Barbara Reing School	Pre-K to 5	DOE
P.S. 269 Nostrand	3 to 5	DOE
P.S. 277 Gerritsen Beach	Pre-K to 5	DOE
P.S. 312 Bergen Beach	Pre-K to 5	DOE
P.S. 326	Pre-K to 2	DOE
P.S. 361 East Flatbush Early Childhood School	Pre-K to 2	DOE
P.S. K134	Pre-K to 5	DOE
P.S. K315	Pre-K to 5	DOE
P.S. K811 Connie Lekas School	6 to 12	DOE
School of Science & Technology	Pre-K to 5	DOE
Spring Creek Community School	6 (at scale: 6 to 12)	DOE
Brooklyn Dreams Charter School	K to 5 (at scale: K to 8)	CHARTER
Hebrew Language Academy Charter School	K to 4 (at scale: K to 5)	CHARTER
Brooklyn SDA Elementary School	Pre-K to 8	PRIVATE
Christian Heritage Academy	Pre-K to 12	PRIVATE
Cortelyou Academy	Pre-K to 5	PRIVATE
Good Sheperd School	Pre-K to 8	PRIVATE
Mary Queen of Heaven School	Pre-K to 8	PRIVATE
Midwood Catholic Academy	Pre-K to 8	PRIVATE
Midwood Montessori	Pre-K to K	PRIVATE
New Vistas Academy	K to 12	PRIVATE
Practical Learning Center Inc.	Pre-K to 3	PRIVATE
St. Bernard Elementary School	Pre-K to 8	PRIVATE
St. Edmund Elementary School	Pre-K to 8	PRIVATE
St. Jerome School	Pre-K to 8	PRIVATE
St. Mark School	Pre-K to 8	PRIVATE

The Rat's Playhouse Workshop	Pre-K to K	PRIVATE
Three Hierarchs School	Pre-K to 8	PRIVATE
United Cerebral Palsey Brooklyn Childrens	Pre-K to K	PRIVATE
Windmill Montessori School	Pre-K to 8	PRIVATE

Elementary and Middle Schools in CSD 27		
<i>School</i>	<i>Grades Served</i>	<i>Type</i>
P.S. 042 R. VERNAM	Pre-K to 8	DOE
P.S. 043	Pre-K to 8	DOE
P.S. 045 CLARENCE WITHERSPOON	Pre-K to 6	DOE
P.S. 047 CHRIS GALAS	Pre-K to 8	DOE
P.S. 051	Pre-K to 1	DOE
M.S. 053 BRIAN PICCOLO	6 to 8	DOE
P.S. 056 HARRY EICHLER	2 to 5	DOE
P.S. 060 WOODHAVEN	Pre-K to 5	DOE
P.S. 062 CHESTER PARK	K to 5	DOE
P.S. 063 OLD SOUTH	K to 5	DOE
P.S. 064 JOSEPH P. ADDABBO	K to 5	DOE
P.S. 65 THE RAYMOND YORK ELEMENTARY SCHOOL	K to 5	DOE
P.S. 066 JACQUELINE KENNEDY ONASSIS	Pre-K to 5	DOE
P.S. 090 HORACE MANN	Pre-K to 5	DOE
P.S. 096	Pre-K to 5	DOE
P.S. 097 FOREST PARK	Pre-K to 5	DOE
P.S. 100 GLEN MORRIS	K to 5	DOE
P.S. 104 THE BAYS WATER	Pre-K to 5	DOE
P.S. 105 THE BAY SCHOOL	Pre-K to 8	DOE
P.S. 106	Pre-K to 5	DOE
P.S. 108 VINCENT C. FOWLER	Pre-K to 5	DOE
P.S./M.S. 114 BELLE HARBOR	K to 8	DOE
P.S. 123	Pre-K to 5	DOE
P.S. 124 OSMOND A CHURCH	K to 8	DOE
M.S. 137 AMERICA'S SCHOOL OF HEROES	6 to 8	DOE
P.S. 146 HOWARD BEACH	Pre-K to 8	DOE
P.S. 155	Pre-K to 5	DOE
P.S. 183 DR. RICHARD R. GREEN	Pre-K to 8	DOE
P.S. 197 THE OCEAN SCHOOL	Pre-K to 5	DOE
J.H.S. 202 ROBERT H. GODDARD	Pre-K to 8	DOE

P.S. 207 ROCKWOOD PARK	Pre-K to 8	DOE
J.H.S. 210 ELIZABETH BLACKWELL	6 to 8	DOE
P.S. 215 LUCRETIA MOTT	3 to 5 (phasing out)	DOE
P.S. 223 LYNDON B. JOHNSON	Pre-K to 5	DOE
J.H.S. 226 VIRGIL I. GRISSOM	6 to 8	DOE
P.S. 232 LINDENWOOD	K to 8	DOE
P.S. 253	Pre-K to 5	DOE
P.S. 254	Pre-K to 5	DOE
P.S. 273	Pre-K to 2 (at scale: Pre-K to 5)	DOE
CHANNEL VIEW SCHOOL OF RESEARCH	6 to 12	DOE
KNOWLEDGE AND POWER PREPATORY ACADEMY IV	6 to 8	DOE
NEW YORK CITY ACADEMY FOR DISCOVERY	Pre-K to 5	DOE
ACADEMY OF MEDICAL TECHNOLOGY: A COLLEGE BOARD SCHOOL	6 to 8	DOE
WATERSIDE CHILDREN'S STUDIO SCHOOL	Pre-K to 5	DOE
WATERSIDE SCHOOL FOR LEADERSHIP	6 to 8	DOE
VILLAGE ACADEMY	6 to 8	DOE
SCHOLAR'S ACADEMY	6 to 12	DOE
GOLDIE MAPLE ACADEMY	Pre-K to 8	DOE
CHALLENGE PREPATORY CHARTER SCHOOL	K to 3	CHARTER
PENINSULA PREPATORY ACADEMY CHARTER SCHOOL	K to 5	CHARTER
THE KEW-FOREST SCHOOL	Pre-K to 12	PRIVATE
BAIS YAAKOV ACADEMY	Pre-K to 8	PRIVATE
HOLY CHILD JESUS SCHOOL	Pre-K to 8	PRIVATE
THEATRE STREET SCHOOL	K to 8	PRIVATE
ST. THOMAS THE APOSTLE	Pre-K to 8	PRIVATE
ST. ELIZABETH SCHOOL	Pre-K to 8	PRIVATE
DIVINE MERCY CATHOLIC ACADEMY	Pre-K to 8	PRIVATE
ST. MARY GATE OF HEAVEN SCHOOL	K to 8	PRIVATE
OXFORD CHRISTIAN ACADEMY	K to 2	PRIVATE

OUR LADY OF PERPETUAL HELP SCHOOL	Pre-K to 8	PRIVATE
ST. HELEN SCHOOL	K to 8	PRIVATE
ST. TERESA OF AVILA SCHOOL	Pre-K to 8	PRIVATE
AL-ISHAN ACADEMY	Pre-K to 6	PRIVATE
ST. MARY STAR OF SEA SCHOOL	Pre-K to 8	PRIVATE
CHURCH OF GOD CHRISTIAN ACADEMY	K to 12	PRIVATE
ST ROSE OF LIMA SCHOOL	Pre-K to 8	PRIVATE
ST CAMILLUS SCHOLL	K to 8	PRIVATE
ST FRANCIS DE SALES SCHOOL	Pre-K to 8	PRIVATE

Elementary and Middle Schools in CSD 29		
<i>School</i>	<i>Grades Served</i>	<i>Type</i>
P.S. 105 JACKIE ROBINSON	Pre-K to 5	DOE
P.S. 033 EDWARD M. FUNK	K to 5	DOE
P.S. 034 JOHN HARVARD	Pre-K to 5	DOE
P.S. 035 NATHANIEL WOODHULL	Pre-K to 5	DOE
P.S. 036 SAINT ALBANS SCHOOL	K to 5	DOE
CYNTHIA JENKINS SCHOOL	Pre-K to 5	DOE
P.S. 038 ROSEDALE	K to 5	DOE
P.S. 052 QUEENS	Pre-K to 5	DOE
I.S. 059 SPRINGFIELD GARDENS	6 to 8	DOE
P.S. 095 EASTWOOD	K to 5	DOE
JEAN NUZZI INTERMEDIATE SCHOOL	6 to 8	DOE
P.S./I.S. 116 WILLIAM C. HUGHLEY	Pre-K to 8	DOE
P.S. 118 LORRAINE HANSBERRY	Pre-K to 5	DOE
P.S. 131 ABIGAIL ADAMS	K to 5	DOE
P.S. 132 RALPH BUNCHE	Pre-K to 5	DOE
P.S. 134 HOLLIS	Pre-K to 5	DOE
THE BELLAIR SCHOOL	K to 5	DOE
P.S. 136 ROY WILKINS	Pre-K to 5	DOE
P.S./M.S. 138 SUNRISE	Pre-K to 8	DOE
P.S./M.S. 147 RONALD MCNAIR	Pre-K to 8	DOE
P.S. 156 LAURELTON	K to 8	DOE

P.S. 176 CAMBRIA HEIGHTS	Pre-K to 5	DOE
P.S 181 BROOKFIELD	Pre-K to 5	DOE
I.S. 192 LINDEN	6 to 8	DOE
P.S. 195 WILLIAM HABERLE	Pre-K to 5	DOE
I.S. 231 MAGNETECH 2000	7 to 8 (phased out 6/2013)	DOE
I.S. 238 SUSAN B. ANTHONY	6 to 8	DOE
P.S. 251 Queens	K to 3	DOE
PATHWAYS COLLEGE PREPATORY SCHOOL: A COLLEGE BOARD SCHOOL	6 to 12	DOE
P.S./I.S. 268	K to 8	DOE
THE GORDON PARKS SCHOOL	K to 8	DOE
PREPATORY ACADEMY FOR WRITERS: A COLLEGE BOARD SCHOOL	6 to 12	DOE
P.S./I.S. 295	Pre-K to 8	DOE
EAGLE ACADEMY FOR YOUNG MEN III	6 to 8	DOE
COLLABORATIVE ARTS MIDDLE SCHOOL	6 to 7 (at scale: 6 to 8)	DOE
COMMUNITY VOICES MIDDLE SCHOOL	6 to 7 (at scale: 6 to 8)	DOE
MERRICK ACADEMY QUEENS PUBLIC CHARTER SCHOOL	K to 6	CHARTER
RIVERTON STREET CHARTER SCHOOL	K to 8	CHARTER
ST. CLAIRE SCHOOL	Pre-K to 8	PRIVATE
NEW WORLD EDUCATIONAL CENTER	Pre-K to 2	PRIVATE
MIDDLETONS EARLY LEARNING CENTER	Daycare to K	PRIVATE
LINDEN SDA SCHOOL	Pre-K to 8	PRIVATE
OUR KIDS PLACE	Pre-K to K	PRIVATE
CHRISTIAN LUTHERAN SCHOOL	K to 8	PRIVATE
ST. CLARE SCHOOL	Pre-K to 8	PRIVATE
MONA PREP DAY CARE	Pre-K to K	PRIVATE
TRUE DELIVERANCE CHRISTIAN SCHOOL	Pre-K to 8	PRIVATE
MONTESSORI PROGRESSIVE LEARN	Pre-K to K	PRIVATE
WORLD CHRISTIAN ACADEMY	K to 8	PRIVATE

CAMBRIA CENTER FOR THE GIFTED CHILD	Pre-K to 5	PRIVATE
SACRED HEART CATHOLIC SCHOOL	Pre-K to 8	PRIVATE
TECI PREP	K to 8	PRIVATE
HOLY FAMILY SCHOOL	Pre-K to 8	PRIVATE
SUMMIT SCHOOL	3 to 12	PRIVATE
NEW MILLENIUM DAY SCHOOL	Pre-K to K	PRIVATE
IMMACULATE CONCEPTION SCHOOL	K to 8	PRIVATE
STEPPING STONE OF SOUTHEASTERN QUEEN SCHOOL	Pre-K to 2	PRIVATE
INCARNATION SCHOOL	Pre-K to 8	PRIVATE
ELISHAMA CHILDRENS PREP SCHOOL	Pre-K to K	PRIVATE
ST. ALBANS CHRISTIAN ACADEMY	K to 8	PRIVATE
OUR LADY OF LOURDES SCHOOL	Pre-K to 8	PRIVATE
QUEENS VILLAGE DAY SCHOOL	Pre-K to K	PRIVATE
BETHEL CHRISTIAN ACADEMY AND LEARNING CENTER	K to 12	PRIVATE
JOACHIM AND ANNE SCHOOL	Pre-K to 8	PRIVATE
ALPHA FUNDAMENTAL PRESCHOOL	Pre-K to K	PRIVATE
ST. JOSEPH'S PARISH DAY SCHOOL	K to 8	PRIVATE

Success Academy intends to have a positive impact on the programmatic offerings of existing public and non-public schools in CSDs 2, 8, 21, 22, 27, and 29. Success Academy schools have a culture of high expectations, which is immediately apparent when one walks into the school. Success Academy has seen positive culture shifts in existing public schools in which Success Academy schools co-locate. Zoned schools that are co-located with existing Success Academy schools have already begun adopting some of Success Academy's best practices. For example, one such school has modeled parts of its school culture on a Success Academy school in Harlem, including posting college paraphernalia on classroom doors and hallways.

In addition, Success Academy leaders published a book, *Mission Possible: How the Secrets of Success Academies Can Work in Any School*, to share literacy instruction and

teacher training best practices. Success Academy schools welcome school leaders and educators from surrounding schools to visit and observe best practices.

As described in Response 01(a), there is a clear and serious need for high-performing school options in the six CSDs where Success Academy proposes to open new schools. However, there is a long way to go until charter school capacity catches up with parent demand. Across the six CSDs where Success Academy proposes to open schools, families submitted more than 2,320 applications to existing Success Academy schools last year. Despite this high level of interest, a small percentage of students in those CSDs attend charter schools – for example, just 2% of students in those CSDs who took the 2013 state exams attended charter schools. Numerous families are on wait lists for current Success Academy schools, including thousands from the proposed CSDs of location.

There are approximately 388 public and non-public schools in CSDs 2, 8, 21, 22, 27, and 29 serving elementary and middle school grades. The proposed schools will serve students who apply from the neighborhood and CSD of location, and it is not expected that the proposed schools will significantly impact the admissions or enrollment at these 388 schools.

(c) Fiscal Impact

Complete the following table and discuss the fiscal impact of the school on other public and non-public schools in the area, including;

- **Enrollment expectations (which should be consistent with Responses 4 and the 5-year budget projection);**
- **Per Pupil Allocation assumptions;**
- **Dollar amount the proposed charter school anticipates receiving from each district in Per Pupil Funding;**
- **Other projected revenue the proposed charter school anticipates receiving from the district (special education, grant, etc.);**
- **Projected Budget for the school district of location; and**
- **Projected impact as a percentage of dollars of each sending district's budget (with more than 10 students projected to attend the charter school) for each year.**

Please refer to Attachment 01(c) – Fiscal Impact. As noted elsewhere in this proposal, SA NYC has conducted community outreach in CSDs 2, 8, 21, 22, 27, and 29. These proposed locations are subject to the availability of public school buildings, and are therefore subject to change. As described below, the fiscal impact of the schools are not expected to be significant.

The enrollment expectations for the six proposed schools are in line with the figures in Response 04 – Enrollment. The per-pupil allocation assumption is also consistent with the budget, and can be seen below to remain flat for the next five years, with the specific dollar amount being \$13,527, the amount voted into law on August 2, 2010. Other projected revenue includes special education revenue at an average of \$17,000 per pupil, estimated at 13% of the student population. This estimated special education revenue is subject to change based on changes to the state and New York City budgets.

The projected budget for the district of location for the proposed schools, New York City, is taken from the 2013-2014 Department of Education operating budget.¹¹

The total fiscal impact of the six proposed schools would be approximately 0.09% of the projected NYC DOE operating budget in the first year and approximately 0.28% of the projected NYC DOE operating budget in the fifth year. Based on these percentages, the projected fiscal impact of the proposed Success Academy schools on public schools in New York City is not expected to be significant.

With respect to non-public schools, the proposed schools are not anticipated to have a fiscal impact on these institutions as the majority of students will come from families that would not have the means to pay for private school.

¹¹ Available at <http://schools.nyc.gov/AboutUs/funding/overview/default.htm>.

New York City - 6 SCHOOLS

Operational Year (A)	Enrollment (# of Students) (B)	Per Pupil Allocation (C)	Projected Per Pupil Charter Cost (B x C = D)	Other Projected District Revenue (SPED Funding, Food, Service, Grants, etc.) (E)	Total Projected Funding to Charter School from District (D + E = F)	Total Budget for District (G)	Projected Impact (i.e. % of District's Overall Funding) (F / G = H)
2014 - 2015	1140	\$ 13,527	\$ 15,420,780	\$ 2,639,400	\$ 18,060,180	\$ 19,800,000,000	0.09%
2015 - 2016	1500	\$ 13,527	\$ 20,290,500	\$ 3,435,000	\$ 23,725,500	\$ 20,592,000,000	0.12%
2016 - 2017	2280	\$ 13,527	\$ 30,841,560	\$ 5,158,800	\$ 36,000,360	\$ 21,415,680,000	0.17%
2017 - 2018	3060	\$ 13,527	\$ 41,392,620	\$ 6,882,600	\$ 48,275,220	\$ 22,272,307,200	0.22%
2018 - 2019	4050	\$ 13,527	\$ 54,784,350	\$ 9,070,500	\$ 63,854,850	\$ 23,163,199,488	0.28%

2. Addressing the Need

(a) Mission and Vision

If the proposed school is adopting the same mission and vision as the replicating school, incorporate the programs by reference per the instructions above. If applicable, note any changes to the original mission and vision and indicate if these changes pertain to the proposed school only, or would modify the terms of the entire education corporation.

The mission of the proposed schools, like all SA NYC schools, is to provide students in New York City with an exceptionally high-quality education that gives them the knowledge, skills, character, and disposition to meet and exceed NY State Common Core Learning Standards, and the resources to lead and succeed in school, college, and a competitive global economy.

SA NYC schools seek to provide this exceptionally high-quality education to all of their students, including English language learners and students with special education needs, irrespective of socioeconomic, racial, ethnic, and/or other status.

(b) Key Design Elements

If the proposed school is adopting the replicating school's key design elements, incorporate the Key Design Elements by reference per the instructions above. If applicable, note any changes to the original model and indicate if these changes pertain to the proposed school only, or would modify the terms of the entire education corporation. Any changes should not exceed five (5) pages in length.

The key design elements of SA NYC should be incorporated by reference.

(c) 5% Districts

If the proposed charter school will be located in a district where more than five percent of students are enrolled in charter schools, either provide evidence that the school district of location approves of the establishment of the proposed charter school or explain how the proposed charter school will have a "significant educational benefit" to the students who attend that school. Note that at this time the NYC School District is close to but not yet over the 5% threshold.

This request is not applicable.

2. Addressing the Need

(d) Draft Accountability Plan.

Included in the Guidance Handbook is additional detail and reference to an online template to assist the applicant in developing the required SUNY academic accountability plan. This Response should serve as a draft based on the applicant's understanding of the Institute's accountability requirements and in alignment with the proposed school model. Institute staff will work with successful applicants in the first year of operation of the school to finalize the plan.

ENGLISH LANGUAGE ARTS

Goal: Students will demonstrate proficiency in reading, writing, and comprehending the English language.

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State ELA exam.
- Each year, the school's aggregate Performance Index (PI) on the State ELA exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the State ELA exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Growth Measures

- Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.¹
- Beginning in Kindergarten, students will take the Fountas & Pinnell Benchmark Assessment System (F&P), and at least 70 percent of students will increase in reading performance by a minimum of one grade level equivalent each year, based on a set of uniform procedures for norming the scoring in order to ensure the reliability of teacher evaluations.²

MATHEMATICS

Goal: Students will show competency in their understanding and application of mathematical computation and problem solving.

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics exam.
- Each year, the school's aggregate Performance Index (PI) on the State mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State mathematics

¹ This growth measure assumes that the general format and structure of the State ELA exam will remain consistent from one year to the next. To the extent that there are significant format and structure changes to the exam, the school understands that its authorizer will take such changes into account when assessing the school's performance.

² The publishers of F&P provide schools with a range of levels that students should attain to be considered on grade level. The school uses such ranges as a baseline but may also adjust the levels upward to match the school's rigorous educational model.

exam will be greater than that of students in the same tested grades in the local school district.

- Each year, the school will exceed its predicted level of performance on the State mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Growth Measures

- Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State mathematics exam and 75 percent at or above Level 3 on the current year's State mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.³
- Every year, each student not in a grade taking state exams, except for Kindergarten (*i.e.*, first and second grades), will take the MAP, or another appropriate nationally normed assessment, as selected by the school in consultation with its authorizer, and at least 75 percent of students will increase by a minimum of one grade level equivalent each year.

SCIENCE

Goal: Students will understand and apply scientific principles at a proficient level.

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science exam.

³ This growth measure assumes that the general format and structure of the State math exam will remain consistent from one year to the next. To the extent that there are significant format and structure changes to the exam, the school understands that its authorizer will take such changes into account when assessing the school's performance.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on a State science exam will be greater than that of students in the same tested grades in the local school district.

NCLB

Goal: The school will make Adequate Yearly Progress.

Absolute Measure

- Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

3. Proposal History

(a) Applicant Information

Provide a brief description of the applicant(s) including relevant background and experience and whether each applicant is a parent, teacher, administrator and/or community resident as required by the Act.

If the proposal is to add a new school to an existing Education Corporation, simply include the name of the replicating Education Corporation in this response, and include the name of the board chair as the nominal applicant. No further information is required in this section.

This proposal is to add new schools to Success Academy Charter Schools – NYC (“SA NYC”), an existing non-profit education corporation. The Board Chair of SA NYC is Samuel Cole.

(b) Community Outreach

Explain:

- **The methods used to inform stakeholders in the intended community about the proposed charter school;**
- **The strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs;**
- **The form and nature of feedback received from community stakeholders and the process for incorporating that feedback into the submitted proposal; and**
- **The extent to which, if at all, community input regarding the educational and programmatic needs of students was incorporated into the final proposal.**

Success Academy has actively solicited input from leaders, parents, and individuals in the community with respect to the application to open the proposed schools. Success Academy has used a variety of methods to invite the involvement of local stakeholders and to seek feedback on the proposed schools. Listed below are specific examples of how community input in CSDs 2, 8, 21, 22, 27, and 29 was solicited and considered.

Outreach Methods Employed in All Districts

1. On July 2, 2013, Success Academy sent letters to 62 community stakeholders and leaders in CSDs 2, 8, 21, 22, 27, and 29. The letters indicated that an application will be submitted to the SUNY Trustees to open the proposed school in August 2014 in the relevant CSD and the target population, proposed grades and enrollment, mission, and academic program of the school. The letters also solicited public comment and included the e-mail address and a phone number to use in order to do so. Please refer to

Response 03(c) – Outreach Evidence A and B for a sample letter and the list of individuals who received the letter.

2. Success Academy announced on its website on July 3, 2013 that it will be applying to open six new public charter schools. The website indicates that an application will be submitted to the SUNY Trustees to open six proposed schools in August 2014, and it includes information on the intended locations, target population, proposed grades and enrollment, mission, and academic program of the schools. The website also solicits public comment and includes a web-form and a phone number to use in order to do so. Please refer to Response 03(c) – Outreach Evidence C for a screenshot of the website.
3. Success Academy announced on its Facebook page on July 9, 2013 that it will be applying to open new public charter schools in Manhattan, the Bronx, Queens, and Brooklyn. The Facebook post invited public comment and linked to the Success Academy website referenced above. Please refer to Response 03(c) – Outreach Evidence D for a screenshot of the Facebook page.
4. Success Academy purchased print and online advertisement space in several publications with distribution throughout the five boroughs of New York City. The advertisements indicated that an application will be submitted to open proposed schools in August 2014 in CSDs 2, 8, 21, 22, 27, and 29 and the proposed grades of the schools. The advertisements solicited public comment, included an e-mail address to use in order to do so, and directed the public to the Success Academy website for additional information. These citywide advertisements included:
 - a. A printed advertisement in *AM New York*, a daily newspaper with a circulation of approximately 345,000, that ran for four days in July 2013 (July 10-12 and July 15). Please refer to Response 03(c) – Outreach Evidence E for copies of these advertisements.
 - b. A Spanish printed advertisement in *El Diario*, a daily newspaper with a circulation of approximately 294,000, that ran for 15 days in July 2013 (July 17-July 31). Please refer to Response 03(c) – Outreach Evidence F for copies of these advertisements.
 - c. A Spanish printed advertisement in *La Voz Hispana*, a weekly newspaper with a circulation of approximately 68,000, that ran for four days in July and August 2013 (July 11, July 18, July 25, and August 1). Please refer to Response 03(c) – Outreach Evidence G for copies of these advertisements.
 - d. A printed advertisement in the August issue of *New York Family* (published August 2, 2013). *New York Family* is a monthly family magazine focused on the interests, needs, and concerns of New York City parents. The magazine is primarily distributed in Manhattan and Brooklyn at more than 1,000 locations–

including schools, pediatrician offices, retail locations, children’s stores and apartment buildings, reaching more than 100,000 parents throughout the city. Please refer to Response 03(c) – Outreach Evidence H for a copy of this advertisement.

- e. A Russian printed advertisement in *Russian Bazaar*, a weekly Russian-language newspaper with a circulation of approximately 61,000, that ran for three days in July and August 2013 (July 18, July 25, and August 1). Please refer to Response 03(c) – Outreach Evidence I for copies of these advertisements.
- f. A printed advertisement in *Caribbean Life*, a weekly newspaper with a circulation of approximately 71,000 serving Caribbean communities in New York City, that ran for two days in July 2013 (July 19 and July 26). Please refer to Response 03(c) – Outreach Evidence J for copies these advertisements.
- g. An online advertisement in the *Haitian Times*, an online news outlet focused on the Haitian community in the New York City metro area, with 150,000 unique page views per quarter. The online advertisement ran for one month (July 15- August 15, 2013). Please refer to Response 03(c) – Outreach Evidence K for screenshots of this advertisement.

District-Specific Outreach Methods Employed

In addition to the general outreach and letters to community stakeholders and leaders described above, Success Academy employed district-specific outreach methods.

CSD 2:

- 1. Success Academy ran print advertisements in the following publications that serve the CSD 2 community. The advertisements indicated that an application will be submitted to open a proposed school in CSD 2 in August 2014, and the proposed grades of the school. The advertisements also solicited public comment, included an e-mail address to use in order to do so, and directed the public to the Success Academy website for additional information.
 - a. A printed advertisement in *Our Town Downtown*, a weekly newspaper with a circulation of more than 20,000, serving lower Manhattan. The advertisement ran on July 18, July 25, and August 1, 2013. Please refer to Response 03(c) – Outreach Evidence L for copies of these advertisements.
 - b. A printed advertisement in *The Villager*, a weekly newspaper with a circulation of approximately 30,000, serving Greenwich Village, SoHo, NoHo, Chinatown, Union Square, Gramercy, and Little Italy. The advertisement ran on July 11 and July 18, 2013. Please refer to Response 03(c) – Outreach Evidence M for copies

of these advertisements.

- c. A print advertisement in *Downtown Express*, a bi-weekly newspaper with a circulation of approximately 100,000, covering Tribeca, the Financial District, City Hall, Battery Park, and South Street Seaport. The advertisement ran on July 17 and July 31, 2013. Please refer to Response 03(c) – Outreach Evidence N for copies of these advertisements.
2. On August 7, 2013, *Downtown Express* published an article discussing Success Academy’s intention to open a school in downtown Manhattan, focusing primarily on a possible school location that had not yet been formally proposed. Please refer to Response 03(c) – Outreach Evidence O for a copy of the article.
3. From July 2012-March 2013, Success Academy engaged in extensive community outreach in all areas of CSD 2 as part of its efforts to open Success Academy Hell’s Kitchen and Success Academy Union Square in August 2013. These efforts included numerous information sessions, tabling events, presentations to daycares, pre-schools, and kid-friendly establishments, canvassing, mailings, outdoor advertisements, and numerous tours of our existing schools. Through these outreach efforts, Success Academy informed the CSD 2 community about its school model. Success Academy also received feedback from parents about the desire for more Success Academy schools in Manhattan, particularly downtown.

CSD 8:

1. Success Academy ran printed advertisements in the following publications that serve the CSD 8 community. The advertisements indicated that an application will be submitted to open a proposed school in CSD 8 in August 2014, and the proposed grades of the school. The advertisements also solicited public comment, included an e-mail address to use in order to do so, and directed the public to the Success Academy website for additional information.
 - a. A printed advertisement in *The Bronx Press*, a weekly newspaper serving the South Bronx with a circulation of approximately 12,000. The advertisement ran on July 18 and July 25, 2013. Please refer to Response 03(c) – Outreach Evidence P for copies of these advertisements.
 - b. A printed advertisement in *The Bronx Times*, a weekly newspaper with a circulation of approximately 26,000. The advertisement ran on July 19, 2013. Please refer to Response 03(c) – Outreach Evidence Q for a copy of this advertisement.

CSDs 21 and 22:

1. Success Academy ran printed advertisements in the following publications that serve the CSD 21 and CSD 22 communities. The advertisements indicated that an application will be submitted to open proposed schools in CSD 21 and CSD 22 in August 2014, and the proposed grades of the schools. The advertisements also solicited public comment, included an e-mail address to use in order to do so, and directed the public to the Success Academy website for additional information:
 - a. A printed advertisement in the *Courier Life – Bay News*, a weekly publication that serves the CSD 21 community, with a circulation of approximately 32,000. The advertisement ran on July 19, July 26, August 2, and August 9, 2013. Please refer to Response 03(c) – Outreach Evidence R for copies of these advertisements.
 - b. A printed advertisement in the *Courier Life – Brooklyn Courier*, a weekly publication serving the CSD 22 community, with a circulation of approximately 18,500. The advertisement ran on July 19, July 26, August 2, and August 9, 2013. Please refer to Response 03(c) – Outreach Evidence S for copies of these advertisements.
 - c. A printed advertisement in the *Courier Life – Mill Basin/Marine Park Courier*, a weekly publication serving the CSD 22 community, with a circulation of approximately 24,000. The advertisement ran on July 19, July 26, August 2, and August 9, 2013. Please refer to Response 03(c) – Outreach Evidence T for copies of these advertisements.
2. On July 19, 2013, a Success Academy representative spoke to the Chief of Staff for Councilman Lewis Fidler, representing CSD 22. The conversation was primarily informational, and focused on the possible location of the school. The discussion did not yield educational or programmatic feedback.
3. On August 17, 2013, Success Academy held a tabling event at a local block party at the Marlboro Houses, located at 29 Avenue W, Brooklyn, NY, in CSD 21. During this community event, Success Academy staff discussed its intention to apply to open proposed schools in CSD 21 and CSD 22 in August 2014, as well as target population, proposed grades and enrollment, mission, the academic program of the schools, and other information. Success Academy staff also explicitly requested attendee feedback and input. More information about the flyers handed out at this event is provided below.
4. On August 24, 2013, Success Academy held a tabling event at a local block party at the Nostrand Houses, located at 2241 Batchelder St., Brooklyn, NY, in CSD 22. During this community event, Success Academy staff discussed its intention to apply to open proposed schools in CSD 21 and CSD 22 in August 2014, as well as target population, proposed grades and enrollment, mission, the academic program of the schools, and

other information. Success Academy staff also explicitly requested attendee feedback and input. More information about the flyers handed out at this event is provided below.

5. On August 26, 2013, Success Academy invited representatives from the Community Education Councils (“CEC”) of CSD 21 and 22, as well as representatives from Community Boards 11 and 18 (serving CSDs 21 and 22, respectively) to tour an existing Success Academy school (Success Academy Williamsburg) on September 25, 2013. Please refer to Response 03(c) – Outreach Evidence U for copies of the email invitations.

CSDs 27 and 29

1. Success Academy ran print advertisements in the following publications that serve the CSD 27 and CSD 29 communities. The advertisements indicated that an application will be submitted to open proposed schools in CSD 27 and CSD 29 in August 2014, and the proposed grades of the schools. The advertisements also solicited public comment, included an e-mail address to use in order to do so, and directed the public to the Success Academy website for additional information:
 - a. A printed advertisement in the *Times Ledger*, a weekly publication serving south and southeast Queens, with a circulation of approximately 21,000. The advertisement ran on July 19, July 26, August 2, and August 9, 2013. Please refer to Response 03(c) – Outreach Evidence V for copies of these advertisements.
 - b. A printed advertisement in the *Southeast Queens Chronicle*, a weekly publication serving South Ozone Park, South Jamaica, and Springfield Gardens, with a circulation of approximately 20,000. The advertisement ran on July 18 and July 25, 2013. Please refer to Response 03(c) – Outreach Evidence W for copies of these advertisements.
 - c. A printed advertisement in the *Courier Sun*, a weekly publication serving south Queens, with a circulation of approximately 73,000. The advertisement ran on July 18, July 25, August 1, and August 8, 2013. Please refer to Response 03(c) – Outreach Evidence X for copies of these advertisements.
 - d. A printed advertisement in the *South Queens Chronicle*, a weekly publication serving Ozone Park, Howard Beach, and the JFK airport area, with a circulation of approximately 20,000. The advertisement ran on July 18 and July 25, 2013. Please refer to Response 03(c) – Outreach Evidence Y for copies of these advertisements.
 - e. A printed advertisement in the *Leader/Observer*, a weekly publication serving Woodhaven, Howard Beach, Ozone Park, Richmond Hill, Kew Gardens, South Ozone Park, and Jamaica, with a circulation of approximately 25,000. The advertisement

ran on July 18, July 25, and August 1, 2013. Please refer to Response 03(c) – Outreach Evidence Z for copies of these advertisements.

- f. A printed advertisement in the *East Queens Chronicle*, a weekly publication serving Hollis, Queens Village, St. Albans, Laurelton, and Rosedale, with a circulation of approximately 20,000. The advertisement ran on July 18 and July 25, 2013. Please refer to Response 03(c) – Outreach Evidence AA for copies of these advertisements.
2. Success Academy held tabling events at a local community block parties on July 22, August 12, and August 13, 2013. The events on July 22 and August 12 were held at the Queens Health Center, located at 97-04 Sutphin Blvd, Jamaica, Queens. The event on August 13 was held at the Family Health Center, located at 90-04 161 St., Jamaica, Queens. During these community events, Success Academy staff discussed its intention to apply to open the proposed schools in CSD 27 and CSD 29 in August 2014, as well as target population, proposed grades and enrollment, mission, the academic program of the schools, and other information. Success Academy staff also explicitly requested attendee feedback and input. More information about the flyers handed out at these events is provided below.
3. On August 26, 2013, Success Academy invited representatives from the CECs of 27 and 29, as well as representatives from Community Board 12 (serving CSDs 27 and 29) to tour an existing Success Academy school (Success Academy Williamsburg) on September 25, 2013. Please refer to Response 03(c) – Outreach Evidence BB for copies of the email invitations.
4. On September 3, 2013, the *New York Daily News* published an article discussing Success Academy’s intention to open schools in Queens, focusing primarily on the proposed locations of the schools. On September 5, 2013, the *Queens Chronicle* also published an article discussing Success Academy’s intention to open schools in Queens, focusing primarily on the New York City Department of Education proposals regarding the proposed schools’ locations. Please refer to Response 03(c) – Outreach Evidence CC for copies of the articles.

Petitions and Flyers

As described in Response 14 – Community Relations and Response 15 – Student Demand, Success Academy canvassed the neighborhoods of each CSD to gather petition signatures in support of the proposal and to distribute flyers in English and Spanish seeking public comment.

Please refer to Response 03(c) – Outreach Evidence DD for English and Spanish copies of the flyers distributed in CSDs 2, 8, 21, 22, 27, and 29. The flyers indicate that an application will be submitted to open the proposed school(s) in August 2014 in the relevant CSD, and the proposed grades of the school(s). The flyers also solicit public comment, include an e-mail address to use in order to do so, and direct the public to the Success Academy website for additional information.

Please refer to Response 14(c) – Evidence of Community Support A-F for copies of petition signatures from CSDs 2, 8, 21, 22, 27, and 29. Approximately 14,000 people took the time to sign the petitions, including approximately 3,200 from CSD 2; 2,500 from CSD 8; 1,500 from CSD 21; 2,800 from CSD 22; 1,500 from CSD 27, and 2,600 from CSD 29.

Community Input

Success Academy received comments via e-mail, web-forms, Facebook, voicemail, and from meetings and outreach to parents and community members. Many comments were generalized expressions of support or interest. All comments were considered in the preparation of this proposal, and none contemplated any specific changes. All comments received via e-mail, the Success Academy website, Facebook, or mail are available at Response 3(c) – Outreach Evidence EE. A sampling is included below:

Multiple commenters wanted to know more about when the application would be available and how to apply.

Response: The commenters were informed that the application for Success Academy Charter Schools will be available this fall. The commenters were directed to the Success Academy website for the online application, or to the schools for the paper application. The commenters were also informed that an application could be mailed to them.

Multiple commenters wanted to know the locations of the proposed schools.

Response: The commenters were informed that the New York City Department of Education had not yet issued a formal proposal for the location of the proposed schools (at the time of the response), but that Success Academy would be happy to follow up with them with that information when it is available, and make sure they are aware of how to provide public comment regarding the proposed location.

Multiple commenters wanted to know if Success Academy accepted students in fifth or sixth grade.

Response: The commenters were informed that current Success Academy schools accept new applications for kindergarten through third grade (depending on the grades currently offered by a given school), and that it does not accept new applications beyond the third grade. Commenters were also informed that the proposed new schools would open with kindergarten and first grade.

(c) Evidence of Outreach

This response should include concrete and detailed evidence that the applicants conducted community outreach.

Please refer to Response 03(c) – Outreach Evidence A-EE and Response 14(c) – Evidence of Community Support A-F, as discussed and detailed above.



July 2, 2013

The Honorable Daniel L. Squadron
Senator, New York State Senate, District 26
250 Broadway, Ste. 2011
New York, NY 10007

Dear Senator Squadron:

I am writing to inform you that Success Academy Charter Schools - NYC ("Success Academy") is applying to the Trustees of the State University of New York to open a new public charter school in Community School District 2 ("New Success Academy").

The mission of the charter school will be to provide students with an exceptionally high-quality education that gives them the knowledge, skills, character, and disposition to meet and exceed New York State standards, and the resources to succeed and lead in school, college, and a competitive global economy.

The school will serve low-income and/or mixed-income populations residing within Community School District 2 or the neighborhood of location, including English Language Learners and students with special education needs. The aim would be to educate all students at the same high level, irrespective of socioeconomic, racial, ethnic, and/or other status. We deeply believe that economically and racially integrated school settings provide important benefits to both students and the community. Students from low-income families benefit academically from attending mixed-income schools, and the establishment of high-quality mixed-income schools raises the bar generally for lagging middle-class schools. It is a core principle at Success Academy that every child should have access to a high-quality public school option.

If approved, the New Success Academy would open in August 2014 with Kindergarten and 1st grade, and add one grade each year until it serves Kindergarten through 8th grade (middle school grades subject to government approval). The planned total enrollment in the school's fifth year of operation is 600-675 students.

The academic program will include daily reading, writing, math, and exploratory-based science instruction, totaling approximately four-and-one-half hours each week. On any given day, students might dive into a good book,



hypothesize about whether an object will sink or float, mold a papier-mâché dragon head, sing songs, solve the word problem of the day, challenge a fellow student in chess, write a compelling story, or score the winning soccer goal. Success Academy scholars are critical thinkers who love learning and are college-bound.

In elementary school, the day will run from 7:45 a.m. until 4:00 p.m. in Kindergarten and until 4:30 p.m. in all other grades, except one day each week, the school day will run from 7:45 a.m. until 12:30 p.m. Extensive professional development will be provided for teachers on those afternoons. Teachers will use student assessment data to drive instruction, and employ a research-based, results-driven curriculum that goes well beyond New York State standards.

We welcome your comments, which may be made via e-mail at NewSchoolsD2@successacademies.org. To leave a voicemail with your comments, please call [REDACTED] and be sure to specify the school your message concerns. We want to serve your great community, and we will endeavor to incorporate the community's input as we embark on this exciting mission.

We look forward to working with you and becoming an integral part of your community.

Sincerely,

A handwritten signature in black ink, appearing to read 'Eva Moskowitz', is written over a light gray rectangular background.

Eva Moskowitz
Chief Executive Officer
Success Academy Charter Schools

All-Star Game returns with swagger to Qns.

by Lloyd Carroll

Chronicle Contributor

It took a little over 49 years but the Midsummer Classic, the Major League Baseball All-Star Game has returned to Queens.

Unlike 1964, when Phillies outfielder Johnny Callison hit a dramatic three-run home run in the bottom of the ninth inning at Shea Stadium to win the game for the National League, the All-Star Game is literally more than just a game.

The All-Star Game has become a five-day celebration of baseball as the host city gets to have a Fan Fest for all the days, while the stadium of the home team is utilized for three days.

On Sunday, there was a double-header at Citi Field. Kicking things off was the Futures Game as the best minor leaguers gathered with American players, taking on those who live outside the country. That was followed by the Celebrity Softball Game, comprised of notable former baseball players and current entertainers.

Monday was the Home Run Derby and Tuesday was the actual All-Star Game, which the American League won 3-0. The overall economic effect is quite huge for the host city.

The All-Star Game is also a boon for local communities as Major League Baseball has



Team USA poses prior to the annual Futures Game, which features up and coming minor league stars born in the United States against those from the rest of the world.

PHOTO BY LLOYD CARROLL

a proven track record of helping nonprofit organizations. Last Friday, MLB and Mets officials made a visit to the Boys & Girls Club of Metro Queens in Richmond Hill, where they donated \$250,000 to help build a 3,000-square-foot teen center and café.

Mets CEO Fred Wilpon has been very active in helping military veterans in a multitude of ways, and last Monday he, along with Mayor Bloomberg and Baseball Commissioner Bud Selig, visited the St. Albans Community Living Center for Veterans to

unveil renovations to the facility.

General Motors' Chevrolet division is the title sponsor of the Home Run Derby and part of its contract with MLB is to award lucrative grants to eight [the number of players competing in the slugfest] local sandlot baseball programs. For some reason, the various Little League programs in Queens were overlooked.

The All-Star Game and its related activities were an opportunity for the Mets, who have not had a lot to cheer about in recent years, to celebrate their past and even a touch of the present.

Ed Charles and Art Shamsky, who were both of the 1969 Miracle Mets, signed autographs for attendees at the All-Star Game Fan Fest held at the Javits Center.

Edgaro Alfonzo, the Mets' third baseman on their National League pennant-winning team in 2000 that lost to the Yankees in the World Series, as well as being a Bayside resident, was inducted into the Hispanic Heritage Baseball Museum & Hall of Fame at a ceremony during the Fan Fest last Saturday.

The Mets, as is their wont, found themselves in a bit of a controversy, the week leading up to the All-Star Game when manager Terry Collins announced that his ace pitcher, Matt Harvey, would skip his scheduled start against the Pittsburgh Pirates because of a nagging blis-

ter on his pitching hand.

There was understandable skepticism and debate among both fans and sports pundits about the importance of a regular season game versus a glorified exhibition game, which the All-Star Game is.

National League All-Star manager Bruce Bochy admitted at a press conference on Monday that he consulted with Collins about Harvey's workload because he wanted him to start the game on his home field. An hour later at a press availability session with players and coaches [Collins was named a coach by Bochy], he basically admitted that he was resting Harvey so that he could have this honor. "This is a huge moment for our organization," Collins said.

The Mets announced Sunday that Mike Piazza, who was at Citi Field to take part in the celebrity softball game, would be inducted into their Hall of Fame on Sept. 29. The Mets are hoping that the ceremony will serve as an endorsement for his candidacy to enter the National Baseball Hall of Fame in Cooperstown, NY. The voting members of the Baseball Writers Association of America decide who gets the privilege. Candidates need to be named on 75 percent of the ballots cast.

Dwight "Doc" Gooden was another former Mets star who took part in the softball game. He recently wrote a memoir titled "Doc" that described what the effects of alcohol dependency and drug addiction did to him and those he loved. "I want others to avoid the mistakes that I made," he said.

Entertainers who took part in the celebrity game were comedy actor Kevin James, Fox News anchor Brian Kilmeade, actress and clothing entrepreneur Alyssa Milano and singer Ashanti.

Meanwhile, baseball Hall of Famer Frank Robinson, who played in the 1964 All-Star Game, surveyed the chaotic scene in the Citi Field press room. Robinson, renowned for being a no-nonsense type, was asked whether there was this kind of glitz and pageantry when he played in All-Star games. "No, thank goodness," he said shaking his head. □

Success Academy Charter Schools
is applying to open a new elementary public
charter school in CSD 29.

When: August 2014

Where: Community School District (CSD) 29

Grades: K and 1st grade for the 2014-2015 school year
and serving K-8th grade at full scale

Success Academy has a proven record of excellence, with our scholars consistently scoring in the top 5% of all 3,500 public schools in New York State for reading, science and math.

To learn more about Success Academy's proposed new schools, please visit:
SuccessAcademies.org/NewSchools

We encourage your input:
NewSchoolsD29@SuccessAcademies.org



Sentencing for gang assault

Donnell Coleman, the man convicted in March of first-degree gang assault, was sentenced to 18 years in prison on Friday.

According to court testimony, on Nov. 27, 2010, Coleman and eight to 10 others were inside a club in Forest Hills when the group punched and kicked the victim, Haroon Walfall, 33, of Rosedale, repeatedly about the face, head and torso.

It was said that the altercation started over a woman.

Walfall, who had an enlarged heart, sustained bruising, swelling, bleeding

and lacerations to his face and neck.

He subsequently died that morning from a heart attack.

"The defendant in this case showed no mercy to his victim when he led an attack on him, which resulted in his death," District Attorney Richard Brown said in a statement. "The sentence imposed is appropriate for such a vicious and senseless attack."

According to the DA's office, the eight or so individuals involved in the altercation were never apprehended. □

— Tess McRae

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Letters

continued from page 9

gun and alcohol-related problems. In a proactive effort to stop this, every Friday and Saturday night for the next month the police have set up a vehicle checkpoint a block from the bar. After the first week, the bar patrons wise up to the police action and are on their best behavior when leaving. Although many were stopped, no arrests were made and the neighborhood finally gets needed relief. Unfortunately, these actions by the police subject them to biased-based profiling under the bill since most of the bar patrons are people of color and the police cannot prove that their police actions were definitively responsible for the reduction of crime.

Proactive police actions such as these will soon end as the NYPD and individual officers come under challenge for bias-based profiling. Since the law permits full attorney fees and expenses, this financial bonanza will keep attorneys employed for years to come at taxpayers expense. Contrary to the assertions of Councilmembers Williams and Weprin, these bills will not make our streets safer, they will put a serious crimp on proactive policing and will turn the focus of law enforcement away from the most vulnerable neighborhoods. That is why the nation's most respected Police Commissioner, Ray Kelly, the PBA and the Chairman of the City Council's Public Safety Committee are opposed to this measure and do not want our city to backslide into the morass of crime and despair it once was.

**Bob Friedrich
Glen Oaks**

Support local business

Dear Editor:

Your front page headline "A Douglaston Downer" and accompanying story "Anchor store gone in Douglaston" (Liz Rhoades—July 18) sadly also applies to Little Neck where my wife and I shop and dine as well as it other neighborhoods. There are over a dozen vacant storefronts between the City Line and Marathon Parkway. Some have been empty for years. In these difficult economic times, it is especially important to patronize your local neighborhood businesses. There are so many great local businesses

within the heart of your local neighborhood. Leave your car at home and avoid the major commercial strips malls. Get some exercise by taking a walk and shop local. Douglaston may have lost Giftalicious, but has gained Smokin' Ace's Championship BBQ. Smokin' Ace's is trying to survive at the same location formerly occupied by Strawberry's Sports Grill.

My wife and I don't mind occasionally paying a little more to help our local businesses survive. Don't forget your cook and server at your favorite local neighborhood restaurant. We try to tip 20 percent against the total bill including taxes. If it is an odd amount, we round up to the next dollar. If we can afford to eat out, we can afford an extra

dollar tip. When ordering takeout, we always leave a dollar or two for the waiter or cook. It is appreciated.

Remember these people are our neighbors. Our local entrepreneurs have continued to create new employment opportunities without the assistance of federally-funded taxpayers' stimulus dollars. They work long hours, pay taxes and provide local employment especially to students during the summer. If we don't patronize our local community stores and restaurants to shop and eat, they don't eat either.

Please join me and your neighbors in continuing to support the Queens Chronicle. Patronize their advertisers; they provide the necessary revenues to help keep them in business. Let them know you saw their ad.

**Larry Penner
Great Neck**

Who owns what?

Dear Editor:

It was only after a visit to Communist Czechoslovakia to visit family that I began to appreciate freedom, the Constitution and the opportunities afforded me by virtue of my birth in America. My quality of life and standard of living stood out in stark contrast to my family's priorities of subsisting, enduring restrictions and penalties on endeavors not approved by the government. America was born not by accident but conceived by deliberate design to guarantee freedom and liberty and to create an environment that nurtures creativity, self-reliance and responsibility. It is not by accident that America generated the highest standard of living on the planet.

There is no doubt, however, that change is taking place. Instead of measuring the success of welfare programs by the decrease of participants, we promote, advertise and encourage participation in expanding entitlement programs. This environment nurtures dependency, disincentivizes self-reliance and personal responsibility and punishes success by limiting income and affluence. Guaranteed sustenance from a beneficent master creates dependency and a comfort zone with a false sense of security. For the recipients, choosing self-reliance and self-sufficiency is not a priority; they are free from freedom.

Redistribution of wealth sounds like a noble goal. It arises from the political notion that property is social, not individual. For over 100 years we have been conditioned to accept the theory that government can legitimately and justly tax and regulate for the sake of society because all property, including all persons and their wealth, lie at the government's disposal. If a person does not own what he or she produces, then who does? If everyone owns everything and everyone's wealth collectively, there will be continual conflicts about who gets what.

The economic crisis cannot be ended without resolving the question of property rights. The incentive to produce and preserve wealth will deteriorate. Income and job opportunities will decline. We must protect and respect all citizens' property rights in the wealth and income they generate, recognizing they rightly own what they produced—not other people, not society, not the government, not the state.

**Ed Konecnik
Flushing**

ONLINE

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**Response 3(c) - Outreach Evidence B
Stakeholder Letters**

CSD	First Name	Last Name	Title	District Office	Street	City	State	Zip
2	Daniel L.	Squadron	Senator	New York State Senate, District 26	250 Broadway, Ste. 2011	New York,	NY	10007
2	Sheldon	Silver	Speaker	New York State Assembly, District 65	250 Broadway	New York,	NY	10007
2	Margaret	Chin	Council Member	District 1	Chatham Green 165 Park Row, Ste. 11	New York,	NY	10038
2	Catherine	McVey-Hughes	Chair	Manhattan Community Board 1	49-51 Chambers St, Room 715	New York,	NY	10007
2	Noah	Pfefferbilt	District Manager	Manhattan Community Board 1	49-51 Chambers St, Room 715	New York,	NY	10007
2	Tricia	Joyce	Youth and Education Committee Chair	Manhattan Community Board 1	49-51 Chambers St, Room 715	New York,	NY	10003
2	Paul	Hovitz	Youth and Education Committee Chair	Manhattan Community Board 1	49-51 Chambers St, Room 715	New York,	NY	10003
2	Scott	Stringer	Manhattan Borough President	Manhattan	1 Centre Street, Floor 19	New York,	NY	10007
2	Mariano	Guzman	Superintendent	Community School District 2	333 7th Avenue, Room 713	New York,	NY	10025
2	Nydia	Velazquez	Congresswoman	United States Congress, 7th District	500 Pearl Street, Suite 973	New York,	NY	10007
2	Shino	Tanikawa	President	Community Education Council District 2	333 7th Avenue	New York,	NY	10001
8	Bob	Franklin	President	Community Education Council 8	1230 Zerega Avenue	Bronx,	NY	10462
8	Jeffrey	Klein	Senator	New York State Senate, District 34	1250 Waters Place, Suite 1202	Bronx,	NY	10461
8	Annabel	Palma	Council Member	District 18	1041 Castle Hill Avenue	Bronx,	NY	10472
8	Marcos	Crespo	Assemblyman	New York State Assembly, District 85	1163 Manor Avenue	Bronx,	NY	10472
8	Rudolph	Francis	Education Committee Chair	Bronx Community Board 9	1967 Turnbull Avenue	Bronx,	NY	10473
8	Cheryl	Marrow	Chairperson	Bronx Community Board 9	1967 Turnbull Avenue	Bronx,	NY	10473
8	Ruben	Diaz Jr.	Bronx Borough President	Bronx	851 Grand Concourse, 3rd Floor	Bronx,	NY	10451
8	Timothy	Behr	Superintendent	Community School District 8	1230 Zerega Avenue, Room 50	Bronx,	NY	10462
8	Francisco	Gonzalez	District Manager	Bronx Community Board 9	1967 Turnbull Avenue	Bronx,	NY	10473
8	Jose	Serrano	Congressman	United States Congress, 15th District	1231 Lafayette Avenue, 4th Floor	Bronx,	NY	10474
21	Yoketing	Eng	President	Community Education Council, District 21	521 West Avenue	Brooklyn,	NY	11224
21	William	Guarinello	Chair	Brooklyn Community Board 11	2214 Bath Avenue	Brooklyn,	NY	11214
21	Msgr. David	Cassato	Chair	Brooklyn Community Board 11 Youth Committee	2214 Bath Avenue	Brooklyn,	NY	11214
21	David G.	Greenfield	Council Member	District 44	4424 16th Avenue	Brooklyn,	NY	11204
21	William	Colton	Assemblyman	New York State Assembly, District 47	155 Kings Highway	Brooklyn,	NY	11223
21	Simcha	Felder	Senator	New York State Senate, District 17	1412 Avenue J Suite 2E	Brooklyn,	NY	11230
21	Jerrold	Nadler	Congressman	United States Congress, 10th District	6605 Fort Hamilton Parkway	Brooklyn,	NY	11219
21	Marty	Markowitz	Borough President	Brooklyn	209 Joralemon Street	Brooklyn,	NY	11201
21	Karina	Costantino	Superintendent	District 20	415 89th Street, Room 401	Brooklyn,	NY	11209
21	Isabel	DiMola	Superintendent	District 21	521 West Avenue, Room 351	Brooklyn,	NY	11224
21	Marnee	Elias-Pavia	District Manager	Brooklyn Community Board 11	2214 Bath Avenue	Brooklyn,	NY	11214
21	Domenic M.	Recchia, Jr.	Council Member	District 47	445 Neptune Avenue, Community Room 2C	Brooklyn,	NY	11224
22	Christopher	Spinelli	President	Community Education Council 22	5619 Flatlands Avenue	Brooklyn,	NY	11234
22	Saul	Needle	Chair	Brooklyn Community Board 18	1097 Bergen Avenue	Brooklyn,	NY	11234
22	Debbie	Piamsook	Education Committee, Chair	Brooklyn Community Board 18	1097 Bergen Avenue	Brooklyn,	NY	11234
22	Lewis A.	Fidler	Council Member	District 46	1402 East 64th Street	Brooklyn,	NY	11234
22	Alan	Maisel	Assemblyman	New York State Assembly, District 59	2424 Ralph Avenue	Brooklyn,	NY	11234
22	John L.	Sampson	Senator	New York State Senate, District 19	1222 East 96th Street	Brooklyn,	NY	11236
22	Hakeem	Jeffries	Congressman	United States Congress, 8th District	445 Neptune Avenue/Amalgamated Warbasse #2	Brooklyn,	NY	11224
22	Marty	Markowitz	Borough President	Brooklyn	209 Joralemon Street	Brooklyn,	NY	11201
22	Rhonda	Farkas	Superintendent	Community School District 22	5619 Flatlands Avenue, Room 114	Brooklyn,	NY	11234
22	Dorothy	Turano	District Manager	Brooklyn Community Board 18	1097 Bergen Avenue	Brooklyn,	NY	11234
27	Coralanne	Griffith-Hunte	President	Community Education Council, District 27	82-01 Rockaway Blvd.	Ozone Park,	NY	11416
27	James	Sanders Jr.	Senator	New York State Senate, District 10	161-10 Jamaica Avenue, Suite 504	Jamaica,	NY	11432
27	Ruben	Wills	Council Member	District 28	95-26 Sutphin Blvd	Jamaica,	NY	11435
27	Michele R.	Titus	Assemblywoman	New York State Assembly, District 31	19-31 Mott Avenue, Room 301	Far Rockaway,	NY	11691
27	Gregory	Meeks	Congressman	United States Congress, 5th District	153-01 Jamaica Avenue 2nd floor	Jamaica,	NY	11432
27	Helen	Marshall	Queens Borough President	Queens	120-55 Queens Boulevard	Kew Gardens,	NY	11424

**Response 3(c) - Outreach Evidence B
Stakeholder Letters**

27	Jacqueline	Boyce	Chairperson	Queens Community Board 12	90-28 161st Street	Jamaica,	NY	11432
27	Harold	Robinson	Education Committee Chair	Queens Community Board 12	90-28 161st Street	Jamaica,	NY	11432
27	Michelle	Lloyd-Bey	Superintendent	Community School District 27	82-01 Rockaway Blvd., Room 460	Ozone Park,	NY	11416
29	Alicia	Hyndman	President	Community Education Council 29	218-01 116th Avenue	Cambria Heights,	NY	11411
29	Malcolm A.	Smith	Senator	New York State Senate, District 14	205-20 Jamaica Ave.	Hollis,	NY	11423
29	Leroy	Comrie	Council Member	District 27	113-43 Farmers Boulevard St.	Albans,	NY	11412
29	William	Scarborough	Assemblyman	New York State Assembly, District 29	129-32 Merrick Blvd	Jamaica,	NY	11434
29	Gregory	Meeks	Congressman	United States Congress, 5th District	153-01 Jamaica Avenue 2nd floor	Jamaica,	NY	11432
29	Helen	Marshall	Queens Borough President	Queens	120-55 Queens Boulevard	Kew Gardens,	NY	11424
29	Jacqueline	Boyce	Chairperson	Queens Community Board 12	90-28 161st Street	Jamaica,	NY	11432
29	Harold	Robinson	Education Committee Chair	Queens Community Board 12	90-28 161st Street	Jamaica,	NY	11432
29	Lenon	Murray	Superintendent	Community School District 29	222-14 Jamaica Avenue, Room 217	Queens Village,	NY	11428
29	Yvonne	Reddick	District Manager	Queens Community Board 12	90-28 161st Street	Jamaica,	NY	11432

Subject: Success Academy Tour

Date: Monday, August 26, 2013 11:41:09 AM Eastern Daylight Time

From: Norah Cooney

To: [REDACTED]

Ms. Griffith-Hunte,

As discussed in the attached letter that Ms. Moskowitz sent to you on July 2, 2013, Success Academy Charter Schools is applying to open a new public charter school in Community School District (CSD) 27. In order to help you learn more about our schools, we are scheduling a tour of one of our existing schools on **Wednesday, September 25, at 9:00am**. We would like to invite you and other interested members of CEC 27 to attend.

The tour will be at Success Academy Williamsburg, located at 183 South 3rd Street, 4th Floor, Brooklyn, NY 11211. Please let me know if you or other members of CEC 27 are able to attend.

Thank you for your time, and please do not hesitate to contact me if you have any questions.

Best regards,
Norah Cooney

Norah Cooney – Associate Director of External Affairs

[REDACTED]
Success Academy Charter Schools
310 Lenox Avenue, 2nd Floor, New York, NY 10027
www.SuccessAcademies.org

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Subject: Success Academy Tour

Date: Monday, August 26, 2013 12:53:43 PM Eastern Daylight Time

From: Norah Cooney

To: [REDACTED]

Ms. Reddick,

As discussed in the attached letters that Ms. Moskowitz sent to Community Board 12 on July 2, 2013, Success Academy Charter Schools is applying to open new public charter schools in Community School Districts (CSDs) 27 and 29. In order to help you learn more about our schools, we are scheduling a tour of one of our existing schools on **Wednesday, September 25, at 9:00am**. We would like to invite members of Community Board 12's education committee to attend.

The tour will be at Success Academy Williamsburg, located at 183 South 3rd Street, 4th Floor, Brooklyn, NY 11211. Please let me know if members of Community Board 12's education committee are able to attend.

Thank you for your time, and please do not hesitate to contact me if you have any questions.

Best regards,
Norah Cooney

Norah Cooney – Associate Director of External Affairs

[REDACTED]
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Subject: Success Academy Tour

Date: Monday, August 26, 2013 12:03:59 PM Eastern Daylight Time

From: Norah Cooney

To: [REDACTED]

CC: [REDACTED]

Ms. Hyndman,

As discussed in the attached letter that Ms. Moskowitz sent to you on July 2, 2013, Success Academy Charter Schools is applying to open a new public charter school in Community School District (CSD) 29. In order to help you learn more about our schools, we are scheduling a tour of one of our existing schools on **Wednesday, September 25, at 9:00am**. We would like to invite you and other interested members of CEC 29 to attend.

The tour will be at Success Academy Williamsburg, located at 183 South 3rd Street, 4th Floor, Brooklyn, NY 11211. Please let me know if you or other members of CEC 29 are able to attend.

Also, the NYC Charter School Center mentioned that you contacted them with some questions about our proposed school in CSD 29. We would be happy to answer questions and tell you more about our schools, so please do not hesitate to contact me with any questions.

Best regards,
Norah Cooney

Norah Cooney – Associate Director of External Affairs

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Proposed New Schools

Success Academy Charter Schools - NYC is applying to the Trustees of the State University of New York to open new public charter schools in Manhattan, the Bronx, Queens, and Brooklyn ("New Success Academies"). Success Academy Charter Schools - NYC will be modifying its application to apply for schools in new Community School Districts ("CSDs") in these boroughs.

Mission

The mission of each charter school will be to provide students with an exceptionally high-quality education that gives them the knowledge, skills, character, and disposition to meet and exceed New York State standards, and the resources to succeed and lead in school, college, and a competitive global economy.

Target Population

The schools will serve low-income and/or mixed-income populations residing within the neighborhood or [Community School District \(CSD\)](#)* of location, including English Language Learners and students with special education needs. The aim would be to educate all students at the same high level, irrespective of socioeconomic, racial, ethnic, and/or other status. We deeply believe that economically and racially integrated school settings provide important benefits to both students and the community. Students from low-income families benefit academically from attending mixed-income schools, and the establishment of high-quality mixed-income schools raises the bar generally for lagging middle-class schools. It is a core principle at Success Academy that every child should have access to a high-quality public school option.

[*Find Your CSD](#)

Grades and Enrollment

If approved, the New Success Academies would open in August 2014 with Kindergarten and 1st grade, and add one grade each year until they serve Kindergarten through 8th grade (middle school grades subject to government approval). The planned total enrollment in the school's fifth year of operation is 600-675 students.

Academic Program

The academic program will include daily reading, writing, math, and exploratory-based science instruction, totaling approximately four-and-one-half hours each week. On any given day, students might dive into a good book, hypothesize about whether an object will sink or float, mold a papier-mâché dragon head, sing songs, solve the word problem of the day, challenge a fellow student in chess, write a compelling story, or score the winning soccer goal. Success Academy scholars are critical thinkers who love learning and are

Success Academy Charter Schools are critical partners who love learning and are college-bound.

In elementary school, the day will run from 7:45 a.m. until 4:00 p.m. in Kindergarten and until 4:30 p.m. for all other grades, except one day each week, the school day will run from 7:45 a.m. until 12:30 p.m. Extensive professional development will be provided for teachers on those afternoons. Teachers will use student assessment data to drive instruction, and employ a research-based, results-driven curriculum that goes well beyond New York State standards

Proposed Schools

Success Academy Charter Schools - NYC is applying to open six new public charter schools in August 2014. In support of its application, Success Academy is seeking community input in the following boroughs and CSDs.

Manhattan
CSD 2

Bronx
CSD 8

Queens
CSD 27
CSD 29

Brooklyn
CSD 21
CSD 22

Comments:

We welcome your comments. Please use the form below to submit your comments and be sure to select the CSD, if any, to which your comment refers.

To leave a voicemail with your comments, please call [REDACTED] and be sure to specify the school your message concerns. We want to serve your great community, and we will endeavor to incorporate the community's input as we embark on this exciting mission.

We look forward to working with you and becoming an integral part of your community.

Contact Us:

First Name*

Last Name*

Email Address*

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Community School District (CSD)*

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QUEENS

Success Academy attempts to move into IS 59 in southeast Queens

Top-performing charter school chain founded by Eva Moskowitz wants to have 100 schools in the city; Success Academy accused of pushing out poor-performing and special needs students

BY CLARE TRAPASSO / NEW YORK DAILY NEWS

TUESDAY, SEPTEMBER 3, 2013, 6:11 PM

11 31 0



CASEY QUINLAN FOR NEW YORK DAILY NEWS

Parents and educators protest a plan to move the Harlem Success Academy 4 into Public School 241 in uptown Manhattan. The parents said last year that the allocation of resources between the public and charter schools is grossly inequitable and unfair.



Half-off Evening or Full-Day Fishing Trips in Sheepshead Bay on the Lady Midnight! [View Deal >](#)

1 2

A charter school battle could be brewing in southeast Queens.

The city proposed housing Success Academy Charter School, a top-rated charter school chain accused of weeding out poor-performing students, in Springfield Gardens. It would share a building with Intermediate School 59 and Public School 176.

The K-8 charter would open in 2014 and eventually accommodate as many as 800 students.

"I just don't see why three schools have to be co-located at once," said Alicia Hyndman, president of Community Education Council District 29, which meets Wednesday to discuss the plan.

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Co-locations often pit parents and school officials against one other as they vie for space.

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IS 59 officials did not immediately respond to requests for comments about Success Academy.

The influential Panel for Educational Policy is slated to vote on Oct. 30 on the co-location. It will also vote on whether to house a K-4 Success Academy in August Martin High School in Jamaica.

Dmytro Fedowksyj, a Queens rep on the city panel, said he opposes the plan because so-called co-locations can breed animosity.



DAVID HANDSCHUH/NEW YORK DAILY NEWS

Former City Councilwoman Eva Moskowitz is the head of the Success Academy Charter Schools. The controversial chain of charter schools seeks to expand into Queens.

The charters tend to enjoy greater resources — while the public schools, treated like unwanted stepchildren, lose arts classes and other popular programs as their classroom space is depleted.

“The new school coming seems to get everything — newer technology, new equipment,” he said. “The existing school is left with the same old technology.”

RELATED: SUCCESS ACADEMY COMES UNDER FIRE AS PARENTS FIGHT DISCIPLINARY POLICY

Success Academy, founded by former City Councilwoman Eva Moskowitz, received a \$5 million grant this month to open 100 schools across the city. There are 18 Success charters in the city, with six more set to open this fall.

Students at the charters scored in the top 1% of the state for math and in the top 7% for English.

But it has come under scrutiny for allegedly boosting its success rate by pushing out low-performing and special needs students.

Success officials refused to respond to the accusations, but they noted the charters serve the city’s neediest students.

“Success Academy is hopeful we can meet some of the overwhelming demand from local families,” said Kerri Lyon, a spokeswoman.

City Councilman Leroy Comrie (D-St. Albans) said he will work with parents to stop the school from moving in.

“If [Success] wants to operate as a school, they they have to deal with all of the problems and



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DOE plans 11th-hour school co-locations

Panel for Educational Policy to vote on proposals at the end of October

Recommend 2

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Posted: Thursday, September 5, 2013 10:30 am | Updated: 1:57 pm, Thu Sep 5, 2013.

by [Domenick Rafter](#), Editor |

With only a few months left in Mayor Bloomberg's term, the city Department of Education is seeking to approve at least three more co-locations and extend one in borough schools at the end of October.

Two of the co-locations are for new Success Academy Charter School branches in Southeast Queens — one serving kindergarten through fourth grade in the August Martin High School building, the other at IS 59 in Springfield Gardens. The third new co-location is for a new district elementary school in Jamaica serving grades K through five in the same building as PS 40 on Union Hall Street.

The Panel for Educational Policy, the DOE's policy-making arm, will also vote on an extension of the co-location of the Corona Arts and Sciences Academy at the Elmhurst Educational Complex and add an eighth grade to the school, which currently serves grades six and seven. The school, also called MS 311, was due to move out into its own building it would share with a special education school at 97-11 44 Ave. in Corona in September 2015. However, construction on that building has been delayed and the DOE does not expect the move to happen until September 2016.

The Corona Arts and Sciences Academy currently shares its campus with three other high schools — Voyages Prep, Pan American High School and Civic Leadership Academy — and one grammar school. The DOE says the complex is operating at 78 percent capacity and could handle the additional students being brought into the new eighth grade. The department estimates that in the final year of MS 311's co-location — 2015-16 — the building will be at 84 to 94 percent capacity.

The three Southeast Queens co-location plans are also controversial. In the Success Academy Charter School co-location at August Martin, children as young as kindergarten age will be attending the same campus as 17-year-olds. The building is also home to a transfer high school, Voyages Prep South, that opened this month.

The IS 59 co-location comes as the school is also hosting the fourth and fifth grade of PS 176, whose Cambria Heights building is currently being expanded. The PS 176 co-location is expected to continue through the 2015-16 school year. The DOE says despite that, the school building at 132-55 Ridgedale St. is underutilized and there is sufficient space for new students. The K through five school is expected to serve 810 students by 2022.

The co-location of the new elementary school at PS 40 in Jamaica could lead to the school being overpopulated, according to the DOE's public notice on the co-location. Currently, the school operates at 62 percent capacity, but with the new planned co-location, the building could be at 102 percent capacity by the 2019-20 school year. The DOE said that schools at over 100 percent capacity are often utilized in a different way, including using other room space in the building for classrooms.

"Although a utilization rate in excess of 100 percent may suggest that a building will be overutilized or overcrowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation," the notice says.

Dmytro Fedkowskyj, Queens' representative on the PEP, blasted the proposals, saying it is too late to make the changes now.

“The release of these proposals for Queens four months before the mayor leaves office is absurd,” he said. “[Bloomberg] had 12 years, it’s now time to move on with a new and fresh vision for our public schools. These proposals will handcuff a new administration from doing what they believe is right for the city.”

Public hearings on the co-locations will be held in early October, beginning Oct. 1 for the Corona Arts and Science Academy co-location at 6 p.m. at the Elmhurst Educational Complex, 45-10 94 St. in Elmhurst. The co-location for the Success Academy Charter School at August Martin will be Oct. 3 at 6 p.m. at the campus, at 156-10 Baisley Blvd. The public hearings for the PS 40 and IS 59 co-locations are scheduled for Oct. 9 at 6 p.m. at 109-20 Union Hall St. and 132-55 Ridgedale St., respectively.

The PEP is expected to vote on the proposals on Oct. 30. Fedkowskyj said such a move is abnormal for the DOE.

“Co-locations in general require significant planning, which I believe is being side-stepped right now in order to rush through these proposals for an October vote,” he said. “This business takes place in March when a significant amount of community outreach and planning takes place during the first 6 months of a school year. It’s a shame that these proposals are being forced through a lame duck administration when they aren’t desired by our school communities.”

Fedkowskyj said it’s possible that more co-locations could be proposed for the Oct. 30 meeting in the next few weeks.

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está aplicando para la apertura de una nueva escuela primaria charter pública en el distrito escolar comunitario 2.

Cuándo: agosto de 2014

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When: August 2014

Where: Community School District 22

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Cuándo: agosto de 2014

Dónde: Distrito escolar comunitario 22

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When: August 2014

Where: Community School District 27

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CHARTER SCHOOLS

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Cuándo: agosto de 2014

Dónde: Distrito escolar comunitario 27

Grados: kinder y 1.er grado para el año escolar 2014-2015 y se continuará hasta completar todo el ciclo de kinder a 8.º grado

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When: August 2014

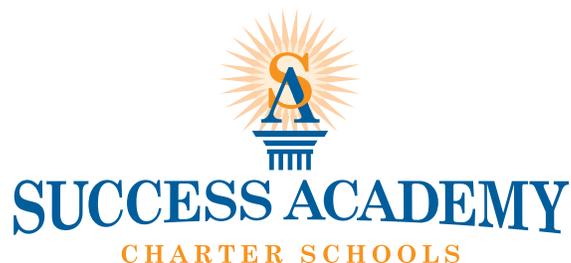
Where: Community School District 29

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Cuándo: agosto de 2014

Dónde: Distrito escolar comunitario 29

Grados: kinder y 1.er grado para el año escolar 2014-2015 y se continuará hasta completar todo el ciclo de kinder a 8.º grado

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Success Academy Charter Schools

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When: August 2014

Where: Community School Districts 2, 8, 21, 22, 27 and 29

Grades: K and 1st grade for the 2014-2015 school year and serving K-8th grade at full scale

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Cuándo: agosto de 2014

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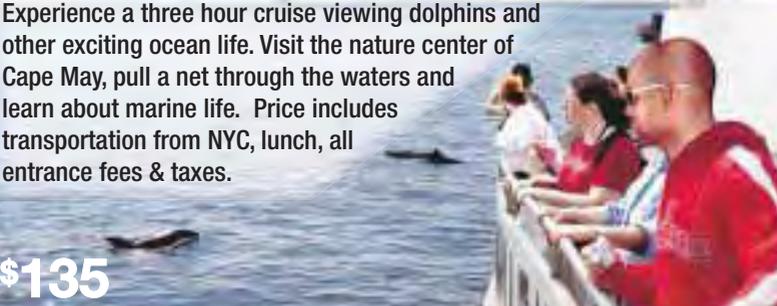
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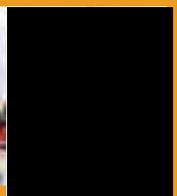
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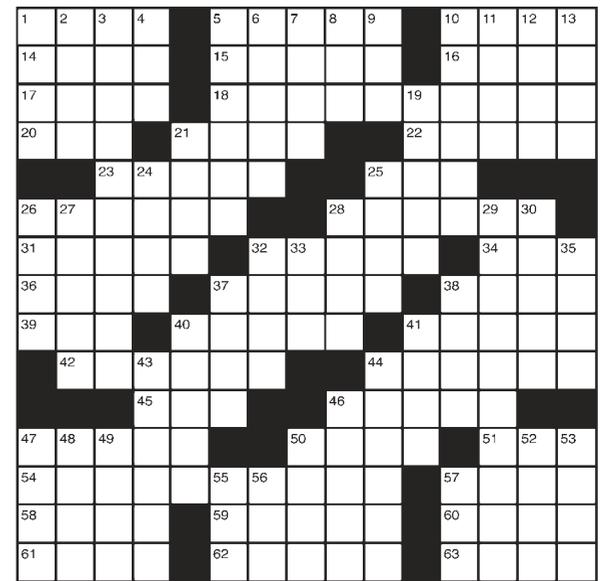
GAMES

Crossword Puzzle

By Jacqueline E. Matthews

ACROSS

- 1 Van Dyke or Van Patten
- 5 Porterhouse or T-bone
- 10 Molten rock
- 14 Actor's part
- 15 Lift with effort
- 16 'Beowulf' or 'Paradise Lost'
- 17 Out of town
- 18 Feeling of bitterness
- 20 Xenon or argon
- 21 ___ up; confined
- 22 Pete & Charlie
- 23 Gushes forth
- 25 "I ___ See Clearly Now"
- 26 Sent via USPS
- 28 Lifting devices
- 31 Terrible
- 32 Actor ___ Keith
- 34 Uncooked
- 36 Injure
- 37 At ___; culpable
- 38 Cab
- 39 "___ You Lonesome Tonight?"
- 40 Have children, biblically
- 41 Wyatt & Pauley
- 42 Albert & Fisher
- 44 Cool creamy dessert
- 45 Bizarre
- 46 Raccoon's cousin
- 47 Panorama
- 50 Word of disgust
- 51 Afternoon hour
- 54 Cherry for a mai tai garnish
- 57 Connected
- 58 Fail to include
- 59 Slugger Hank
- 60 ___ up; delay
- 61 Trait
- 62 Computer memory units
- 63 Finishes

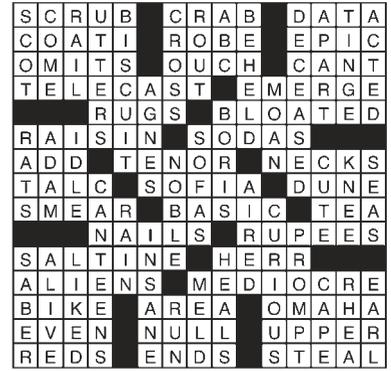


DOWN

- 1 Boring event
- 2 Dubuque, ___
- 3 ___ ads; section of a newspaper
- 4 Door opener
- 5 Clever; smart
- 6 Adolescents
- 7 Vane direction
- 8 Pennsylvania or Fifth; abbr.
- 9 Barbie's beau
- 10 Citrus fruits
- 11 Hairy beasts
- 12 Grape-bearing plant
- 13 Plays a role
- 19 Choo-choo
- 21 Orange rind
- 24 Oval-shaped fruit
- 25 Outer garment
- 26 Cradle rocker, often
- 27 In the know
- 28 Sword handle
- 29 Segue; change
- 30 Woodwinds, for short

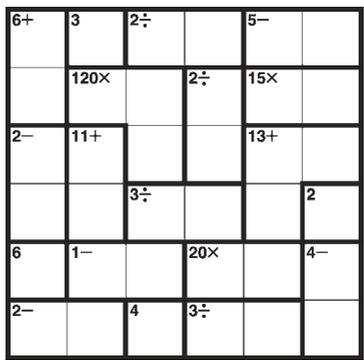
- 32 Sleeping ___; bedrolls
- 33 Regret
- 35 ___ as an owl
- 37 Nourish
- 38 Tight, as a rope
- 40 ___ one's time; waits
- 41 Rivers or Baez
- 43 Give to charity
- 44 Nincompoops
- 46 Narrow boat
- 47 Air pollution
- 48 Showed up
- 49 Moran or Gray
- 50 Soil
- 52 Unite by heating
- 53 Probability
- 55 Bandleader
- 56 Dobbins' dinner
- 57 Definite article

Yesterday's solution



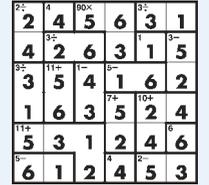
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- 2 The numbers within the heavily outlined boxes, called cages, must combine using the given operation (in any order) to produce the target numbers in the top-left corners.
- 3 Freebies: Fill in single-box cages with the number in the top-left corner.

Yesterday's solution



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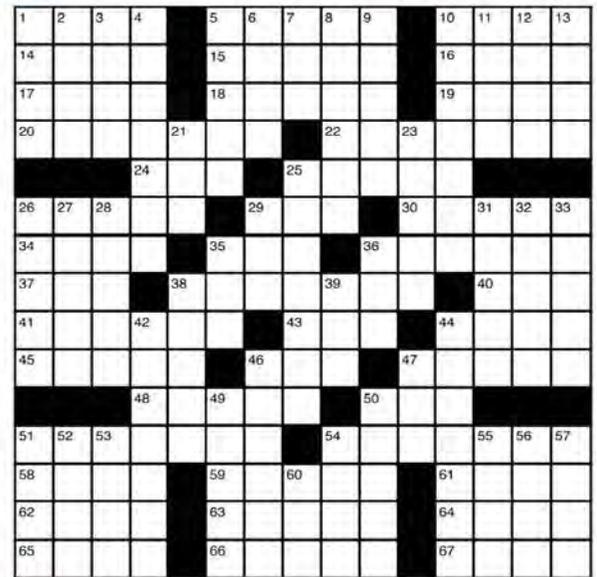
GAMES

Crossword Puzzle

By Jacqueline E. Matthews

ACROSS

- 1 Race loser of Aesop's fable
- 5 Post office purchase
- 10 Baby carriage
- 14 "___ Sesame!"; Ali Baba's cry
- 15 Broader
- 16 Spaghetti sauce brand
- 17 In case
- 18 Confuse
- 19 ___ a test; passes easily
- 20 Ultra
- 22 Spookiest
- 24 Inventor ___ Whitney
- 25 Closest planet to Earth
- 26 Evening coffee, perhaps
- 29 Malia, to Sasha
- 30 Uses a Kindle
- 34 Unightly growth
- 35 Enemy
- 36 Scoundrel
- 37 Suffix for alien or domestic
- 38 Tranquil
- 40 Endeavor
- 41 Compensated
- 43 Apprehend
- 44 Part of the foot
- 45 Astaire & Dryer
- 46 Boy
- 47 Rice field
- 48 Snake's poison
- 50 Talk on and on
- 51 Mockingly derisive
- 54 Guadalcanal heroes
- 58 Heron's cousin
- 59 Entire spectrum
- 61 Grow fatigued
- 62 Merriment
- 63 Gladden
- 64 Related
- 65 Group of cattle
- 66 Landlord's collections
- 67 Take care of



DOWN

- 1 Bagel's center
- 2 Peak
- 3 Nap
- 4 Lead with
- 5 Hindu teacher
- 6 Popular detergent
- 7 Didn't ___ up; made no sense
- 8 Free-for-alls
- 9 Primp
- 10 Lauds
- 11 Marathon
- 12 Eras
- 13 Is required to
- 21 Tiny fellow
- 23 Of the countryside
- 25 Hanoi's nation
- 26 Sneezy or Doc
- 27 Diner
- 28 Thin pancake
- 29 Cry for help
- 31 ___ up; misbehaved
- 32 Challenged

- 33 In a crafty way
- 35 Nourished
- 36 Massage
- 38 Stair piece
- 39 Passing craze
- 42 Counseled
- 44 Natural environment
- 46 Setting; site
- 47 ___ for the course; usual
- 49 African nation
- 50 Microsoft's Bill
- 51 Audible breath
- 52 Qualified
- 53 Bleacher level
- 54 Mixed breed
- 55 Athletic shoe brand
- 56 Actress Moran
- 57 Transmit
- 60 Gent

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Yesterday's solution

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MOVIES

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JCC IN MANHATTAN
 - (646) 505-4445
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SYMPHONY SPACE'S PETER JAY
 SHARP THEATRE - (212) 864-5400
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IFC CENTER - (212) 924-7771

12 Monkeys. (R) 12:10.

Big Star: Nothing Can Hurt Me. (PG-13) 1:10, 5:30, 7:45, 10:05.

Brazil. (R) 11:40.

Byzantium. (R) 11:10, 3:15, 10:10.

Crystal Fairy. (Unrated) 10:50, 12:45, 2:55, 5:05, 7:20, 8:05, 9:35, 12:30.

Dirty Wars. (Unrated) 1:20, 3:30, 5:50.

Frances Ha. (R) 10:40, 12:20, 2, 4, 6:10, 8:15, 10:15.

High Anxiety. (PG) 11.

Maniac. (Unrated) 12:20.

Museum Hours. (Unrated) 11:15, 12:50, 2:50, 5:10, 7:40, 10.

Raiders of the Lost Ark. (PG) 12:05.

WHITNEY MUSEUM OF AMERICAN ART - (212) 570-3600

No Films Showing Today.

MUSEUM OF MODERN ARTS - (212) 708-9400

Two Daughters. (Unrated) 1:30.

Gran Torino. (R) 4.

Apparition. (Unrated) 7.

CITY CINEMAS 1, 2 & 3 - (212) 753-6022

The Way Way Back. (PG-13) 10:45, 1:05, 3:25, 5:45, 8:05, 10:25.

The Attack. (R) 11:30, 2, 4:30, 7:10, 9:45.

The Heat. (R) 11:10, 1:50, 4:20, 7, 9:50.

CITY CINEMAS 86TH STREET EAST - (212) 744-1999

Special Event. (Unrated).

My Little Pony: Equestria Girls. (Unrated).

Before Midnight. (R) 12, 2:30, 5, 7:30, 9:55.

Man of Steel. (PG-13) 10, 1, 4, 7, 10:10.

World War Z. (PG-13) 11:15, 1:50, 4:25, 7:15, 9:40.

Grown Ups 2. (PG-13) 10:40, 1, 3:20, 5:40, 8, 10:20.

CITY CINEMAS ANGELIKA FILM CENTER - (212) 995-2000

Special Event. (Unrated).

Before Midnight. (R) 10:10, 12:40, 3:10, 5:40, 8:10, 10:40.

20 Feet From Stardom. (PG-13) 10:45, 12:45, 2:50, 5, 7:10, 9:20, 11:30.

The Hunt. (R) 10, 12:30, 3, 5:30, 8, 10:30.

Fruitvale Station. (R) 11:10, 11:10, 1:50, 1:10, 1:10, 1:50, 3:10, 3:10, 3:50, 5:10, 5:10, 5:50, 7:10, 7:10, 7:50, 9:10, 9:10, 9:50, 11:10, 11:10, 11:50.

LINCOLN PLAZA CINEMAS - (212) 757-2280

A Hijacking. (R) 12:30, 2:40, 4:50, 7:05, 9:15.

Frances Ha. (R) 12:15, 2:05, 4:15, 6:15, 8:15, 10:15.

I'm So Excited! (R) 12:10, 2, 4:10, 6:10, 8:10, 10:10.

CITY CINEMAS VILLAGE EAST - (212) 529-6799

Searching for Sugar Man. (PG-13) 10:15.

What Maisie Knew. (R) 11, 1:15, 3:30, 5:50, 8.

Special Event. (Unrated).

Scatter My Ashes at Bergdorf's. (PG-13) 4.

Stories We Tell. (PG-13) 11:30, 2, 4:30, 7, 9:30.

The Purge. (R) 6:20, 8:20, 10:20.

The Attack. (R) 11, 12, 1:15, 2:15, 3:30, 4:30, 5:45, 7, 8, 9:15, 10:15.

Monsters University. (G) 11, 12, 1:40, 2:40, 4:20, 5:10, 7, 7:55, 9:40, 10:30.

Assaulted: Civil Rights Under Fire. (PG-13) 12, 2.

REGAL BATTERY PARK STADIUM 11 - (212) 945-3418

Pacific Rim 3D. (PG-13) 11, 5, 8, 11:40.

Pacific Rim. (PG-13) 2, 11.

Grown Ups 2. (PG-13) 11:05, 1:40, 4:20, 7, 9:40, 12:10.

Despicable Me 2. (PG) 11, 12, 1:30, 2:30, 4, 5, 6:45, 9:10.

The Lone Ranger. (PG-13) 12:20, 3:50, 7:10, 10:30.

Kevin Hart: Let Me Explain. (R) 11:20, 1:25, 3:30, 5:40, 7:40, 9:50, 12:20.

The Heat. (R) 1, 3:55, 6:50, 9:35, 12, 10:40.

White House Down. (PG-13) 7:30, 10:40.

World War Z. (PG-13) 11:05, 1:50, 4:35, 7:20, 10:10.

Monsters University. (G) 12:50, 3:40, 6:25, 9.

Man of Steel. (PG-13) 11:40, 3, 6:35, 10.

This Is the End. (R) 12:10, 2:50, 5:30, 8:10, 10:45, 11:35.

BIG CINEMAS MANHATTAN - (212) 371-6682

The Lone Ranger. (PG-13) 11:55, 3:15, 6:30, 10.

CITY CINEMAS PARIS THEATRE - (212) 688-3800

Unfinished Song. (PG-13) 11, 12:55, 3, 5:10, 7:30, 9:35.

ANTHOLOGY FILM ARCHIVES - (212) 505-5110

I Live in Fear. (Unrated) 6:30.

The Shine Of Day. (Unrated) 7, 9:15.

Dodes 'Ka-Den. (Unrated) 8:45.

CLEARVIEW ZIEGFELD - (212) 765-7600

The Lone Ranger. (PG-13) 12, 3:15, 6:30, 9:45.

REGAL UNION SQUARE STADIUM 14 - (212) 253-2225

Pacific Rim 3D. (PG-13) 1:10, 4:10, 7:20, 10:20.

Grown Ups 2. (PG-13) 12, 1, 2:30, 3:30, 5, 6, 7:30, 8:30, 10, 11, 12:30.

Pacific Rim. (PG-13) 11:10, 2:10, 5:10, 8:20, 11:20, 12:40.

The Way Way Back. (PG-13) 11:50, 12:50, 2:20, 3:20, 4:50, 5:50, 7:40, 8:40, 10:10, 11:10, 12:35.

Despicable Me 2. (PG) 11:30, 12:30, 3, 4:30, 5:30, 8, 9:30, 10:30.

Despicable Me 2 3D. (PG) 2, 7, 11:50.

White House Down. (PG-13) 1:20, 4:20, 7:35, 10:40.

World War Z. (PG-13) 11, 1:45, 3:10, 4:40, 6:10, 7:50, 9, 10:50, 12.

Man of Steel. (PG-13) 12:40, 4, 7:10, 10:25.

Star Trek Into Darkness. (PG-13) 12:15, 3:25, 6:40, 9:40.

The Great Gatsby. (PG-13) 12:20, 3:40, 6:50, 10:05.

Iron Man 3. (PG-13) 12:10.

CHELSEA CINEMAS - (212) 777-3456

The Bling Ring. (R) 11, 1:10, 3:30, 5:45, 8, 10:10.

Grown Ups. (PG-13) 11:15, 1:45, 4:45, 7:30, 9:55, 12.

I'm So Excited! (R) 11:05, 1:20, 4:05, 6:30, 9, 11:30.

The Lone Ranger. (PG-13) 10:25, 1:30, 4:35, 7:45, 10:40.

Man of Steel. (PG-13) 12, 3:15, 6:45, 10:20.

Pacific Rim. (PG-13) 1:15, 10.

Pacific Rim 3D. (PG-13) 10:30, 4, 7. **The Rocky Horror Picture Show.** (R) 12.

This Is the End. (R) 11:15, 2:15, 5, 7:35, 10:05, 12:15.

The Way Way Back. (PG-13) 10:45, 1, 3:15, 5:45, 8:15, 10:45.

World War Z. (PG-13) 10:35, 1:20, 3:55, 6:55, 9:45, 12:20.

FILM FORUM - (212) 727-8110

Israel: A Home Movie. (Unrated) 1:15, 3:15, 6, 8, 10.

L'Avventura. (Unrated) 1:30, 4:20, 7, 9:35.

Floating Weeds. (Unrated) 1:15, 3:45, 7, 9:20.

QUAD CINEMA - (212) 255-8800

Hannah Arendt. (Unrated) 12:55, 3:10, 5:25, 7:40, 9:55.

The Iceman. (R) 1:10, 3:15, 5:25, 7:30, 9:40.

Terms and Conditions May Apply. (Unrated) 1, 2:40, 4:30, 6:15, 8, 10.

The Look of Love. (Unrated) 1:10, 3:20, 5:20, 7:20, 9:20.

FILM SOCIETY OF LINCOLN CENTER'S WALTER READE THEATRE - (212) 875-5600

20 Feet From Stardom. (PG-13) 2, 6:45.

Much Ado About Nothing. (PG-13) 11:30, 4:15, 9.

CINEMA VILLAGE 12TH STREET - (212) 924-3363

Fill the Void. (PG) 1, 3, 5, 7, 9.

Laurence Anyways. (Unrated) 1:30, 4:45, 8.

The Hot Flashes. (R) 1:10, 3:10, 5:10, 7:10, 9:10.

AMC LOEWES WEST 34TH STREET 14 - (888) 262-4386

Man of Steel. (PG-13) 9, 4, 10:50.

Monsters University. (G) 10, 3:30, 9.

The Lone Ranger. (PG-13) 9:50, 1:15, 4:50, 8:10, 11:45.

Despicable Me 2. (PG) 9:15, 11:30, 2, 2:45, 4:30, 8, 10:40.

Pacific Rim 3D. (PG-13) 1:45, 8:15.

Pacific Rim. (PG-13) 10:45, 5, 11:30.

World War Z. (PG-13) 9:25, 3:10, 5:55, 7:15, 10:25, 11:40.

Grown Ups 2. (PG-13) 9:40, 11, 12:15, 1:40, 3, 4:15, 5:45, 6:50, 8:30, 9:45, 11:15, 12:30.

This Is the End. (R) 10:30, 1:10, 3:50, 6:40, 9:30, 12:05.

White House Down. (PG-13) 10:10, 1:25, 4:40, 7:40, 11.

Despicable Me 2 3D. (PG) 12:05, 5:30.

The Heat. (R) 10:20, 1:20, 4:10, 7:10, 10:10.

Monsters University 3D. (G) 12:50, 6:10.

Man of Steel 3D. (PG-13) 12:30, 7:30.

Pacific Rim: An IMAX 3D Experience. (PG-13) 9:30, 12:40, 3:45, 7, 10:15.

Kevin Hart: Let Me Explain. (R) 10:15, 12:35, 2:50, 5:20, 7:45, 10, 12:1

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When: August 2014
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Website Comments Received

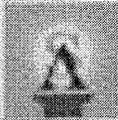
DATE	FIRST NAME	LAST NAME	CSD	COMMENT
09/05/2013 11:15			General	Does Success Academy have any plans to target opening schools in Staten Island? I want to know where and when can I find information on applying my daughter for kindergarten. I'm currently a teacher in CSD 8.
09/04/2013 14:20			CSD8	I applied for two district 2 schools for my son this year and he was wait listed. He has yet to be accepted. We live in district 1 and I believe that district 1 needs a Success Academy location urgently. I know at first you were potentially looking in to opening in district 1. Do you foresee that happening in the future? I know Success Academy would have been the right place for my son, but since we live in district one we did not get priority. I hope that one day there will be a Success Academy in district 1!
08/30/2013 22:18			CSD2	Interested in learning when Success Academy will open in CSD 29. My grandson will be starting Kindergarten 2013-2014 school year.
08/29/2013 10:13			CSD29	I was looking to enroll my 5yr. Old and my 11yr. Old
08/28/2013 17:03			CSD2	Would be nice if Success Academy could open a school in the mid/low 70th street. We live in a one bedroom with 2 kids to be able to get out daughters into PS199. We can't afford private schools or moved to a bigger place as we still owe for our own education. Many people in this area struggle with the same situation.
08/27/2013 17:37			CSD2	I am excited to see my CSD on the list for new schools to open because my community really needs it. I will put my son on the list as soon as the applications become avail.
08/23/2013 16:07			CSD27	I will have a 1st grader in 2014, and 2 smaller children entering K in 2015 and 2017 respectively
08/21/2013 17:26			CSD21	Hi, I live in Maspeth, Queens and I would like to find out more about the CSD27 & 29 as currently, there is no CSD in our area. My son will be 4 this year and we would love to know more about the new school to prep him for upcoming Kindergarten when he turns 5. If you can please provide when will enrollment 2014-2015 begin it would be a tremendous help. In addition, if CSD provide bus services? Thank you so much.
08/19/2013 13:52			CSD27	Are you considering offering these students some hands experience in Career and Technical Education which could a plus the for them after graduation and would provide more opportunities as you know math, science and arts are embedded in these courses. I am an educator who would love to serve your district in this capacity.
08/15/2013 10:13			General	We would love to have a school in downtown Manhattan! Would love to help however I can with that process. We have a bilingual family with Estonian spoken at home and our daughter has a hearing deficiency so we would much appreciate an accepting and school in the community. Thank you, [redacted] (mom to [redacted] 4 years old and [redacted] 9 months old)
08/14/2013 15:22			CSD2	

Website Comments Received

08/14/2013 09:56	CSD8	My Child Attends Bronx Success 2 - curious as to where the proposed new school for CSD8 will be - thank you
08/12/2013 15:50	CSD2	My son was accepted to the success academy in union square and we live on the UES. This was a tremendous commute for us and I couldn't find anyone to pick him up.
08/12/2013 02:26	CSD2	WE need more options on the UES and UWS as well. where will school be located
08/10/2013 17:09	General	Please consider opening a school in the williamsbridge / wakefield section of the Bronx. We lack school options for our little one. The schools that are currently available needs much improvement and are even dangerous. Thank you.
08/09/2013 09:45	CSD8	Please let me know where it will be located in the bronx and when will it be open and how can I get into the lottery
08/07/2013 10:01	General	IT is great that a success academy is opening up.
08/02/2013 11:26	CSD8	My daughter is 3 years old, when and how can I apply or register her in Success Academy Charter School?
07/30/2013 20:31	CSD29	So excited to see your ad in the Queens Chronicle. Queens needs schools such as Success Academy!
07/26/2013 10:18	General	Hi-I am a parent of a soon to be middle schooled age boy in, 2014 since great performing middle and high schools are hard to find in Brooklyn in districts 13-22 I was wondering if you guys are proposing any of the two schools in those districts that I can apply for? I love your schools and would love the opportunity to enroll my son if the opportunity so do arises.
07/25/2013 10:46	General	looking forward to hearing from you concerned parent of a soon to be 6th grader. MY SON WILL BE 5 IN AUG 2014
07/24/2013 20:31	CSD22	I am very excited to hear that Success Academy is looking to open a school in CSD22. This district is in much need of more schools with strong academia across a more diverse population. Last year I attended an informational session on the Upper West Side and the curriculum excited me because it was in line with what my husband and I wanted for our son. I look forward to the school actually opening.
07/24/2013 09:28	CSD22	Success Academy offers a new effective approach to education. That's exactly what my neighborhood is missing. I look forward to welcoming Success Academy to CSD22 in August 2014.
07/22/2013 08:37	CSD2	We have quality public schools in District #2 that service excellently the above mentioned student populations and communities. District #2 school do not need DOE funding and space competition from a charter school, like Success. Charters have the ability to raise limitless private funds to support their schools. It's unfair for Success to make demands on public school funds. We don't need charter schools in District #2. Success should be privately funded private schools.

Website Comments Received

07/22/2013 07:30	CSD27	While in the park the other morning with my daughter who is 20months old I was given a flyer for the new charter schools to open in my area. I am totally FOR the idea of the new schools. I was planning to move out of the area because the schools in CSD27 are so horrible. Although the form that I signed was for CSD29 and I live in CSD27 I am pleased to see that one may be coming soon. IF I can help in anyway please feel free to contact me.
07/18/2013 14:26	General	Hi, I'm interested in having my twins (6) can enter one of the Success Academy for the 2013-2014 school year my children will be in 1st grade.
07/15/2013 22:07	CSD27	Yes, very interested in this opportunity. Need more charter schools in Far Rockaway. Our children are the future . Please contact me.
07/12/2013 13:58	CSD22	This needs to happen in CSD22. I am currently traveling to Brooklyn Heights so my daughter can obtain a good education. There is not enough GOOD options in this district.
07/11/2013 22:46	CSD21	How do get an application and do you take children from 6 th grade?
07/11/2013 16:07	CSD8	we has a community need more success academy charter schools they are one of the best charters school i have been applying for three 3 years and still have not been called with good news
07/11/2013 08:37	CSD27	I am inquiring about kinder garden and 1st grade please
07/10/2013 23:03	CSD2	Love to see better public school options in Manhattan as well as Queens in particular! Success has done a fine job in creating new options high demand CSDs in Brooklyn and the Bronx.
07/10/2013 15:22	CSD29	Q. When will it be determined if a charter school will open for the proposed district? Q. Has can I place my child for an application for a proposed school?
07/10/2013 13:13	CSD21	Does any of your institutions have grade 5 for my daughter, we are moving to NYC form Chicago
07/10/2013 09:39	CSD2	Where will this school be located at?
07/10/2013 00:22	General	Please open a new school close tu my CSD 12 and open middle school please thanks.
07/09/2013 14:37	General	You should open a school or two in ever district to balance it off
07/09/2013 12:39	CSD2	more schools are needed downtown!
07/09/2013 12:16	General	The teachers at Success Academy taught my daughter so well that she is skipping 2nd grade. I am so thankful and wish that every child was giving the same excellent education. Thank you so much from the bottom of my heart. [REDACTED]'s Papi.



Success Academy Charter Schools Thank you for your input! Please share any comments at the link above or by emailing NewSchools@successacademies.org

Like · Reply · ↩ 1 · July 9 at 1:35pm · Edited



[REDACTED] Buy your own buildings and stop stealing from the public schools.

Reply · Unhide · July 21 at 11:16pm



[REDACTED] U should have a school or two in every district to be balance

Reply · Unhide · July 9 at 2:37pm via mobile



[REDACTED] Opening a school or 2 in Washington Heights would do alot of good.

Reply · Unhide · July 9 at 2:28pm via mobile · Edited



[REDACTED] Yes..Success Academies are great schools

Reply · Unhide · July 9 at 1:07pm via mobile



[REDACTED] Yes...please do...SACSIS GREAT SCHOOLS

Reply · Unhide · July 9 at 12:52pm via mobile

Thursday, September 5, 2013 7:56:13 PM Eastern Daylight Time

Subject: CSD 22 Elementary School Petition

Date: Friday, August 16, 2013 3:08:31 PM Eastern Daylight Time

From: [REDACTED]

To: New Schools D22

Hello,

My name is [REDACTED] I am a mother of 3 children in district 22. I live on [REDACTED] street. I met a wonderful lady in the laundromat who gave me a flyer and said you were applying to open a new school in my neighborhood in 2014.

I am very excited about the news and signed the petition in hopes that it would become a reality. My daughter will be kindergarten age in August of 2014 and I know about Success Academy's record of excellence.

I look forward to hearing more about this school coming to my neighborhood. Please keep me posted.

Thank you,

[REDACTED]
[REDACTED]
[REDACTED]

Subject: Re:

Date: Friday, July 19, 2013 12:12:17 PM Eastern Daylight Time

From: Norah Cooney

To: Elias-Pavia, Marnee

Ms. Elias-Pavia,

Thank you for your letter. I would be happy to tell you more about our schools and discuss any questions you may have. Please give me a call at your convenience: [REDACTED] Thanks again, and I look forward to speaking with you.

Best regards,
Norah Cooney

Norah Cooney – Associate Director of External Affairs

[REDACTED]
Success Academy Charter Schools
310 Lenox Avenue, 2nd Floor, New York, NY 10027
www.SuccessAcademies.org

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From: <Elias-Pavia>, Marnee [REDACTED]
Date: Friday, July 12, 2013 12:45 PM
To: New Schools D21 <NewSchoolsD21@successacademies.org>
Subject: <no subject>

Marnee Elias-Pavia
District Manager

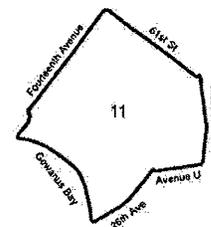
Community Board 11
2214 Bath Avenue
Brooklyn, NY 11214

[REDACTED]

Tel: (718) 266-8800
Fax: (718) 266-8821



**THE CITY OF NEW YORK
COMMUNITY BOARD No. 11**
2214 BATH AVENUE
BROOKLYN, NEW YORK 11214



WILLIAM R. GUARINELLO
Chairman

July 12, 2013

MARNEE ELIAS-PAVIA
District Manager

Via Email

Eva Moskowitz
Chief Executive Officer
Success Academy Charter Schools
310 Lenox Avenue, 2nd Floor
New York, NY 10027

Dear Ms. Moskowitz:

Thank you for contacting Community Board 11 regarding Success Academy Charter Schools –NYC filing with the Trustees of the State University of New York to open a new public charter school in Community School District 21 ("New Success Academy").

Your letter encouraged comments, however, it did not specify a location within Community District 11 for the proposed charter school. In order to submit a comment, I respectfully request the proposed locations that are being considered within our community.

I look forward to hearing from you.

Sincerely,

A handwritten signature in black ink that reads "Marnee Elias Pavia".

Marnee Elias-Pavia
District Manager



Detienen barco coreano con armamento

JUAN ZAMORANO/AP

PANAMA — Las autoridades panameñas capturaron un barco de bandera norcoreana proveniente de Cuba y que aparentemente llevaba misiles balísticos y otro material bélico no declarado, informó el presidente Ricardo Martinelli.

“Material venía escondido en contenedores bajo un cargamento de azúcar”, dijo el gobernante la noche del lunes en su cuenta de Twitter. Un vocero de prensa de la Presidencia, que pidió no ser identificado por no estar autorizado a dar información, confirmó los dos mensajes del mandatario enviados por esa red social sobre el hecho.

La captura se realizó en una terminal portuaria de la provincia de Colón, en aguas del Caribe, a unas 50 millas al norte de la capital. En Colón operan

► Los tripulantes están bajo custodia de las autoridades antidrogas y de los organismos de seguridad panameños

varios puertos de contenedores grandes, entre ellos Cristóbal, en la entrada del Canal de Panamá por el Atlántico.

Martinelli detalló luego a la radioemisora local RPC que desde hace varios días manejaban información de inteligencia sobre que posiblemente el buque llevaba un cargamento de drogas.

Afirmó que el capitán del navío asumió una actitud de “confrontación”, le dio un ataque al corazón y hasta trató de suicidarse ante los requerimientos de información de las autoridades antidrogas y de los estamentos de seguridad panameños.

Detalló que 35 norcoreanos tripulaban la embarcación.

Aseguró que tras un amotinamiento y resistencia de la tripulación, el barco pudo ser llevado al puerto de Manzanillo, que es una terminal privada cons-

truida en una antigua base naval de Estados Unidos.

“Finalmente lo pudimos traer aquí a puerto”, afirmó el presidente. “Esta es una operación netamente panameña”, en la que participaron el Servicio Nacional Aeronaval y la fiscalía de drogas del Ministerio Público.

Martinelli, su ministro de Seguridad Pública, José Raúl Mulino y el fiscal primero de drogas Javier Carvallo viajaron el lunes al puerto para presenciar las tareas de descarga.

El barco llevaba en sus bodegas unos 220,000 quintales de azúcar, pero en el fondo y en contenedores iba el material bélico, que según Martinelli y el ministro Mulino se trata al parecer de cohetes balísticos o armamentos no convencionales.

“Este material al no ser declarado y al ser Panamá un país neutral, un país en paz, que no le gusta la guerra, nos sentimos muy preocupados de que material bélico y no sabemos qué otra cosa habrá... pase por el Canal de Panamá y tenga repercusiones internacionales”, manifestó Martinelli.

El barco se desplazaba por las aguas del Caribe y se dirigía a Corea del Norte, según el presidente.

Martinelli recordó que hay resoluciones de Naciones Unidas sobre prohibición de tráfico de armas y que Panamá acata. El material encontrado en el buque es “una flagrante violación internacional”, reiteró.

El material bélico parece abarcar “co-



■ Las armas de guerra encontradas en el barco.



■ El barco de Corea del Norte Chong Chon Gang atracado en el muelle de Manzanillo de la caribeña ciudad de Colón (Panamá).

hetes balísticos”, recalcó Martinelli, aunque dijo que es mejor que eso lo determine alguien que tenga más conocimiento en la industria de armas.”

Mulino dijo a la misma radioemisora que “esto (el material bélico) es mucho más que un arma convencional. Parecieran sistemas balísticos; la verdad que es un tema muy delicado” por las resoluciones de la ONU.

Dijo que el material iba en el fondo del casco de la nave, la cual estaba siendo descargada en puerto.

Los tripulantes están bajo custodia de las autoridades antidrogas y de los organismos de seguridad panameños, que les brindaban atención humanitaria, agregó el ministro.

Norcorea guarda silencio

Las autoridades de Corea del Norte no se han pronunciado de momento en torno al barco de bandera norcoreana con armamento retenido en Panamá, mientras el Gobierno de Seúl dijo ayer que todavía “comproban los hechos”.

Ningún medio del hermético régimen comunista mencionó el anuncio del presidente de Panamá, Ricardo Martinelli, que aseguró que un barco de bandera norcoreana fue retenido en Panamá con armas de guerra ocultas en un cargamento de azúcar procedente de Cuba.

Por su parte, un portavoz del Gobierno de Corea del Sur dijo que de momento “están comprobando los hechos” y que no harán una valoración antes de tener más información.

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MEXICO	\$ 259	\$ 389	HONDURAS	\$ 219	\$ 439
SANTIAGO, RD	\$ 189	\$ 359	GUATEMALA	\$ 269	\$ 429
SANTO DOMINGO, RD	\$ 199	\$ 369	COSTA RICA	\$ 249	\$ 489
SAN JUAN, PR	\$ 149	\$ 269	NICARAGUA	\$ 289	\$ 539
ORLANDO, FL	\$ 109	\$ 209	PANAMA	\$ 249	\$ 469
BOGOTA	\$ 249	\$ 469	EL SALVADOR	\$ 259	\$ 539
ECUADOR	\$ 409	\$ 629	LIMA, PERU	\$ 389	\$ 749

EXCURSIONES POR AUTOBUS Y AVION A NIAGARA FALLS, VIRGINIA BEACH, WASHINGTON D.C, WALT DISNEY WORLD, Y MUCHO MAS.

¡PAQUETES VACACIONALES Y CRUCEROS DISPONIBLES TODO EL AÑO!

Reforman a la Policía de PR

SAN JUAN/INS — El Comisionado Residente Pedro Pierluisi anunció ayer su apoyo a un acuerdo entre el Departamento de Justicia de Estados Unidos y la Policía de Puerto Rico para combatir el narcotráfico y la criminalidad en la isla.

Tras una reunión con el secretario de Justicia de EE.UU., Eric Holder, y el secretario adjunto de Justicia federal, Tony West, el comisionado residente aseguró que comparte la visión de la agencia federal para implementar una reforma mejorada en la Uniformada.

“Apoyo que se esté logrando un acuerdo entre el Departamento de Justicia y el gobierno de Puerto Rico basado para atender las fallas y deficiencias detectadas en la investigación que el departamento llevó a cabo de la Policía de Puerto Rico. Comparto la visión del DOJ de que una implementación exitosa de las reformas requeridas por este acuerdo promoverá un cuerpo policiaco más efectivo, lo cual, con el tiempo, ayudará a reducir el crimen”, dijo tras la reunión.

Sin embargo, Pierluisi indicó que a pesar de la intervención de la dependencia federal para lograr este acuerdo,



■ El Comisionado Residente Pedro Pierluisi con el Secretario de Justicia de EE.UU., Eric Holder y otros funcionarios durante una reunión en San Juan.

la iniciativa no “sustituye la acción directa e inmediata que es necesaria para atender la violencia al narcotráfico en la isla”.

“Voy a seguir haciendo todo lo que está a mi alcance para que las agencias federales de ley y orden atiendan y, por medio de un esfuerzo común, detengan la violencia relacionada al narcotráfico

en la isla”, sostuvo.

El también presidente del Partido Nuevo Progresista (PNP) afirmó que como parte de su gestión para buscar nuevas ayudas relacionadas a la seguridad de los puertorriqueños, ha realizado varias reuniones con agencias y “he enviado múltiples cartas a oficiales de alto rango en el gobierno federal”.

Se caldean los ánimos en partido opositor PRD

PANKY CORCINO / CORRESPONSAL EDLP

SANTO DOMINGO — Se caldean los ánimos en el Partido Revolucionario Dominicano (PRD). La facción que encabeza el expulsado expresidente Hipólito Mejía advirtió ayer que asistirá a la reunión del Comité Ejecutivo Nacional (CEN) convocada por Miguel Vargas Maldonado, quien tiene el control legal de la principal organización opositora.

La crisis interna del PRD se agudizó esta semana luego de que el Tribunal Superior Electoral (TSE) rechazara el martes un recurso de amparo incoado

por 69 dirigentes de la facción de Mejía que reclaman el derecho a ser incluidos

► La facción que encabeza Hipólito Mejía advirtió ayer que asistirá a la reunión del Comité Ejecutivo Nacional (CEN) del viernes

calles”.

Mejía encabezó ayer una rueda de

como parte del CEN que reconoce Vargas Maldonado en su condición de presidente del partido.

Mejía proclamó que, ante la decisión del TSE, a sus seguidores solo le queda “tomar las

prensa en el Instituto José Francisco Peña Gómez, en esta capital, junto al dirigente Luis Abinader, Orlando Jorge Mera y Andrés Bautista García, quien leyó un comunicado.

Los integrantes de la facción de Mejía afirma que el fallecido líder histórico del PRD, José Francisco Peña Gómez, les enseñó que “cuando se cierran las avenidas del diálogo democrático se crean las condiciones para reclamar en las calles”. Insistieron en que la gestión de Vargas Maldonado como presidente del PRD concluye el viernes de esta semana.

Viaja presidente Pérez

Guatemala/EFE — El presidente de Guatemala, Otto Pérez Molina, viajó ayer a México para analizar con su homólogo mexicano, Enrique Peña Nieto, asuntos de seguridad y energéticos, así como la lucha contra el hambre. Pérez Molina fue invitado por Peña Nieto a una gira de trabajo por el estado de Guerrero (sur), donde se desarrolla una estrategia contra la desnutrición similar al pacto Hambre Cero que impulsa Guatemala. Con este programa, el Gobierno guatemalteco busca reducir en un 10% la desnutrición que afecta a los niños menores de 5 años.



■ Otto Pérez Molina (c) durante un evento en Retalhuleu (Guatemala).

Renuncia candidato

Santiago de Chile/EFE — El aspirante oficialista Pablo Longueira renunció ayer a la candidatura presidencial de Chile para los comicios que se celebrarán el próximo 17 de noviembre debido a un cuadro depresivo, anunció su hijo Juan Pablo Longueira. “Por su responsabilidad con Chile, con su alianza política y su partido, nuestro padre ha presentado su renuncia a su candidatura presidencial”, dijo el hijo de Longueira en una conferencia de prensa celebrada en la sede de la Unión Demócrata Independiente (UDI), en el centro de Santiago.

Matan a periodista

México/EFE — El periodista mexicano Alberto López Bello, quien cubría la fuente policial para un diario local, fue encontrado ayer muerto junto con otra persona en un municipio del sureño estado de Oaxaca, informaron fuentes oficiales. Alrededor de las 07:00 a.m. hora local se reportó el hallazgo de dos cadáveres de dos sujetos sobre un paraje de Trinidad de Viguera (Oaxaca), señaló la Procuraduría General de Justicia del Estado (PGJE) en un comunicado. Junto con el periodista, que cubría la fuente policial para el diario local “El Imparcial”, se encontró a otra persona identificada como Arturo Alejandro Franco.

¡LLAMA Y HAZ TU CONSULTA!

AL GRAN MAESTRO LEANDRO

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CHARTER SCHOOLS 988-B61275

¡NO te lo pierdas!

Una agenda comunitaria

Brooklyn

El centro comunitario para la familia les invita a su Tertulia Literaria Musical. "Su Tertulia" es un espacio comunitario con el fin de unir a la comunidad en los asuntos educativos y sociales, sin olvidar lo Literario y musical. Habrá micrófono abierto para la participación de todos los que quieran desarrollar su talento. El evento comenzará hoy a las 6 p.m., en el 610 de Seneca Ave. Esq. Linden St. Ridgewood N.Y. Habrá refrigerios y la entrada es totalmente gratis. Puede tomar el tren M hasta Seneca Ave. Para información favor de llamar al (347) 683-8846.



Mixteca Organization, Inc. les invita a sus conferencias para mujeres. El evento tendrá talleres de nutrición y cocina, cáncer del cuello uterino, cáncer de colon y mucho más. También se podrá hacer un examen rápido para verificar el nivel de azúcar, colesterol, índice de masa corporal y presión. El evento tomará lugar mañana de 10 a 3:30 p.m. en el salón de la Basílica de Nuestra Señora del Perpetuo Socorro localizado en 545 60th street, en Brooklyn. Para más información pueden llamar al (718) 965-4795.

El Bronx

Andrea P Foundation, Inc les invita a la comunidad en general a su segunda feria anual culinaria y

de salud a realizarse mañana desde la 10 a 3 p. m. en los salones de la fundación localizado en el 500 East 167st, 2do Piso. Los asistentes recibirán gratuitamente servicios médicos ofrecido por el Lincoln Hospital, además recibirán informaciones y servicios de las diferentes agencias participantes. Podrán saborear los deliciosos platos y postres preparados por nuestro afamados Chefs Irma Ríos, Jacayaguila Carmona y el famoso bizcocho Dominicano preparado por famoso chef repostero Alejandro Guillen. Para mayor información favor llamar al (718) 450-8545.



lizarán una jornada móvil gratuita para reincipción de TPS, información sobre DUI y empadronamiento. El evento será este Domingo, de 9 a 3 p.m. en 50 Clinton St. Hempstead. Para más información pueden llamar al (917)843-2310.



en eldiario.com/100

envíe sus eventos y actividades a comunidad@eldiario.com

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ECUADOR	\$375	MENDOZA	\$493
PERU	\$377	BRAZIL	\$499
CARACAS	\$370	MEXICO	\$255
MANAGUA	\$325	REP. DOMINICANA	\$199
BOGOTA	\$370	PUERTO RICO	\$299

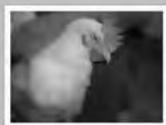
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Trasladan a líder de Zetas a penal en México

E. EDUARDO CASTILLO/AP

MEXICO — Miguel Ángel Treviño Morales, considerado el máximo líder del cartel de las drogas de Los Zetas, fue trasladado ayer a un penal de máxima seguridad para enfrentar diversos cargos relacionados con delincuencia organizada y narcotráfico, dijo un funcionario de la Procuraduría General de la República.

Los Zetas son una organización criminal creada por desertores de fuerzas especiales del ejército a finales de la década del 90

El presunto capo, conocido como "Z40", permanecía desde el lunes en instalaciones de la Procuraduría en la ciudad de México, donde rindió declaraciones ante autoridades federales. Ayer concluyó el plazo para que las autoridades formulen cargos en su contra.

El funcionario de la Procuraduría, no autorizado a ser identificado por políticas internas, dijo que Treviño fue trasladado en un helicóptero de la Marina a una cárcel de máxima seguridad, aunque evitó mencionar a cuál de ellas y en qué estado del país se encuentra.

También dijo que la Procuraduría formuló cargos contra el presunto capo por varios delitos, entre ellos el uso de recursos de procedencia ilícita, narcotráfico y portación de armas de uso exclusivo del Ejército.

Añadió que más tarde la entidad acusadora precisaría todas las acusaciones que le fueron imputadas a Treviño, de 40 años, y quien fue capturado por fuerzas especiales de la Marina la madrugada del lunes en un camino rural en las afueras de la ciudad fron-

teriza norteña de Nuevo Laredo.

Treviño es considerado como uno de los capos del narcotráfico más sanguinario de México.

Una vez que el presunto capo quede a disposición de un juez, el funcionario judicial tendrá 72 horas para determinar si da apertura a un proceso penal en su contra, o no. El plazo para dar inicio al proceso se puede duplicar hasta alcanzar las 144 horas si la defensa del implicado lo solicita.

Luego de su detención, el vocero del gobierno federal en materia de seguridad, Eduar-

do Sánchez, dijo que había siete órdenes de aprehensión en su contra y que los delitos por los que se le buscaba también incluyen homicidio, tortura y lavado de dinero.

Sánchez, específicamente mencionó a Treviño como la persona que presuntamente ordenó el secuestro y asesinato de unos 265 migrantes en el estado norteño de Tamaulipas, entre 2010 y 2011.

Los Zetas son una organización criminal creada por desertores de fuerzas especiales del ejército mexicano a finales de la década de 1990.

Inicialmente fueron el brazo armado del cartel del Golfo, aunque a principios de 2010 las autoridades reportaron un rompimiento entre ambos grupos, que iniciaron una batalla por el control de rutas y territorios.



Miguel Ángel Treviño Morales, alias "Z40", máximo líder del cartel de Los Zetas, que fue detenido en el estado mexicano de Tamaulipas.

Récord histórico de lluvia en PR

SAN JUAN/EFE — Más de 70 personas fueron evacuadas y alrededor de 3,000 clientes están sin servicio eléctrico en Puerto Rico ayer tras el paso el jueves de una onda tropical que dejó 23 centímetros de lluvia, lo que supone un récord histórico de precipitación en la isla caribeña.

Las lluvias provocaron inundaciones en la mayoría de los sectores de San Juan y el cierre durante varias horas de algunas de las principales vías de la capital puertorriqueña.

El director de la Agencia Estatal para el Manejo de Emergencias y Administración de Desastres (Aemead), Miguel Ríos, sostuvo que tras cerca de diez horas seguidas de lluvia, los servicios de agua potable y energía eléctrica se han ido restableciendo paulatinamente y se ha ayudado a las personas que vive en áreas inundables.

La mayoría de las personas evacuadas se encuentran en la capital puertorriqueña y las ciudades aledañas de Carolina y Cataño.

Por su parte, la meteoróloga Odalys Martínez, del Servicio Nacional de Meteorología (SNM) en San Juan, explicó que la cantidad de lluvia que cayó el jueves destronó la marca de 1950, cuando cayeron poco más de siete centímetros. Martínez dijo además que se estableció otro récord del segundo día más lluvioso en la historia de la ciudad de San Juan.

Residentes del área de la capital inundaron las redes sociales con fotos de las inundaciones.

Algunas de las fotografías que se publicaron, eran de personas usando kayaks (transporte a remo) y con "padleboard", que es una disciplina que se realiza acostado o arrodillado sobre tablas parecidas a las de "windsurf".

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Capriles pide se cumplan acuerdos

► Líder opositor de Venezuela visita Lima procedente de Chile para exponer posición

LIMA/EFE — El líder opositor venezolano Henrique Capriles llegó ayer a Lima procedente de Chile para exponer la situación política de su país tras las

elecciones presidenciales de abril pasado, en las que denunció un fraude electoral y en las que Nicolás Maduro asumió la Presidencia.

“Lamentaríamos mucho si Ollanta Humala no nos dispensa unos minutos para hablar con él”.

—Henrique Capriles

“Hoy representamos la voz de la mayoría de venezolanos. Nosotros no venimos a Perú a pedirle reconocimiento o desconocimiento de otros gobiernos, ni venimos a establecer un debate jurídico. Nosotros venimos a Perú, que forma parte de Unasur, para (que se cumplan) los acuerdos que han sido firmados”, declaró Capriles a los periodistas que lo esperaban en el aeropuerto.

Tras los comicios presidenciales de Venezuela el 14 de abril pasado, en los que Maduro venció a Capriles por un



■ Henrique Capriles durante la conferencia de prensa ofrecida ayer en Lima, Perú, en una visita de dos días, luego de permanecer en Santiago de Chile.

estrecho margen de un 1.49%, equivalente a unos 225,000 votos, Perú convocó a los cuatro días una sesión extraordinaria en Lima de la Unión de Naciones Suramericanas (Unasur), institución de la que tiene la presidencia pro t m-pore.

En la cita de Lima, los mandatarios de Argentina, Cristina Fern ndez; de Uruguay, Jos  Mujica; de Brasil, Dilma Rousseff; de Colombia, Juan Manuel Santos; de Chile, Sebasti n Pi nera; y de Bolivia, Evo Morales, adem s de Ma-

duro y el anfitri n peruano, Ollanta Humala, acordaron reconocer las elecciones venezolanas y apoyar el recuento de los votos que exigi  Capriles.

“Unasur acord  la auditor a. Esa auditor a nunca se hizo y el presidente Humala es el presidente pro t m-pore hasta el mes de septiembre de Unasur”, resalt  Capriles.

El gobernador de Miranda tiene previsto reunirse hoy con el colectivo “Amigos de Venezuela”, el expresidente peruano Alan Garc a y con otros pol ticos.

Otros granos andinos ganan fama con la quinua

LA PAZ, BOLIVIA/AP — El tarwi y la ca ahua son dos alimentos ancestrales de los Andes que est n empezando a conocerse gracias al  xito que primero alcanz  la quinua con la versatilidad para prepararse y sus excepcionales propiedades nutritivas.

“La quinua fue el Caballo de Troya para la revaloraci n de los granos andinos, su consumo no para de crecer pero ya est  instalada en el plato del consumidor del norte. Ahora se habla de

otros alimentos en los simposios internacionales y lo que es m s importante, hay una voluntad del gobierno de Bolivia para impulsarlos”, dijo a la AP el investigador Pablo Laguna.

Laguna es agr nomo y antrop logo especializado en relaciones sociales y econ micas vinculadas a la quinua y otros cultivos de Los Andes. Trabaja en Bolivia, Per  y Ecuador.

La ca ahua es un arbusto parecido a la quinua y tiene casi las mismas pro-

iedades nutricionales. El tarwi tiene m s prote na aunque es menos rica en amino cidos. Los diminutos granos crecen en el altiplano pero el tarwi y la ca ahua requieren m s agua y son m s sensibles al fr o que la quinua, explic  el investigador.

Seg n el Fondo de las Naciones Unidas para la Agricultura (FAO), la quinua es el  nico alimento de origen vegetal que tiene vitaminas y todos los amino cidos esenciales.

Maduro da por terminado su di logo con EEUU

CARACAS/EFE — El Gobierno venezolano volvi  a dar por terminado el proceso de di logo con Estados Unidos por segunda vez en menos de seis meses, tras unas declaraciones de la futura embajadora estadounidense en la ONU sobre la “represi n” a la sociedad civil en la naci n sudamericana.

El Gobierno venezolano anunci  su decisi n en un comunicado emitido esta madrugada, despu s de que el Departamento de Estado apoyara p blicamente a su pr xima embajadora en la ONU, Samantha Power, pese a que el presidente venezolano, Nicol s Maduro, hab a pedido una rectificaci n.

La Canciller a venezolana indic  que, con el respaldo dado por el Departamento de Estado a “la agenda injerencista” de Power, “la Rep blica Bolivariana de Venezuela da por terminados los procesos iniciados en las conversaciones de Guatemala” entre el secretario de Estado, John Kerry, y el canciller venezolano, El as Jaua.

Power se compromet  el mi rcoles durante su audiencia de confirmaci n del cargo ante el Comit  de Relaciones Exteriores del Senado a “responder a la represi n a la sociedad civil que se est  produciendo en pa ses como Cuba, Ir n, Rusia y Venezuela.”

Maduro replic  el jueves calificando las declaraciones de “destempladas” e “injustas” y pidiendo al Gobierno estadounidense una “rectificaci n inmediata.” Sin embargo, una portavoz del Departamento de Estado, Marie Harf, indic  el viernes que “Samantha Power es una candidata sobresaliente e increíblemente competente. La respaldamos completamente.”

“La Rep blica Bolivariana de Venezuela jams  aceptar  injerencias de ning n tipo en sus asuntos internos”, indic  la Canciller a venezolana en su comunicado de respuesta.

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Tregua entre pandillas enfrenta a funcionarios

MAGDALENA FLORES/EFE

SAN SALVADOR — La tregua entre las pandillas salvadoreñas ha reducido los homicidios pero también ha incrementado el malestar y los enfrentamientos entre autoridades de El Salvador, incluido el propio presidente

► El armisticio ha permitido que el promedio diario de homicidios en el país haya bajado de 14 a entre cinco y seis

Mauricio Funes, con acusaciones de beneficiar a delincuentes.

El armisticio que la Mara Salvatrucha y la Pandilla 18 mantienen desde marzo

de 2012 ha permitido que estos dos acérrimos enemigos estén unidos y de paso hayan fortalecido sus relaciones con el narcotráfico, como reconoció el ministro de Justicia y Seguridad, Ricardo Perdomo, en una entrevista publicada por "La Prensa Gráfica".

Sin embargo, entre las autoridades el arreglo entre pandilleros ha generado enfrentamientos, sobre todo del presidente Funes y del ministro de Defensa, David Munguía Payés, con el fiscal general, Luis Martínez.

Las polémicas se remontan al 27 de



■ Líderes de las principales pandillas de El Salvador, Mara Salvatrucha, Pandilla 18, la Mao Mao, Máquina y Mirada Locos, durante una rueda de prensa.

junio pasado, cuando Martínez aseguró que en febrero el Ministerio de Seguridad (entonces a cargo de Munguía Payés, a quien no mencionó en ese momento), suspendió unas redadas de pandilleros que iban a efectuar policías y fiscales.

Martínez rechaza el pacto entre pandillas, al que califica de "hipócrita" por-

que consiste únicamente en que los pandilleros no se asesinen entre sí, mientras la población sigue desprotegida.

El fiscal motivó el jueves la molestia de Funes al anunciar que investigará a Munguía Payés por la suspensión de redadas y al llamar "pandillalandia" a los municipios incluidos en un programa

ma vinculado a la "tregua".

El programa "Municipios libres de violencia" incluye una decena de localidades donde se desarrollan acciones de pacificación relacionadas con el armisticio, que ha bajado los homicidios en El Salvador en alrededor del 52%, según autoridades gubernamentales.

Estos municipios "se vuelven lugares como 'pandillalandia' y no verdaderamente unos lugares seguros, de bienestar y tranquilidad para la familia salvadoreña", criticó Martínez, y señaló que las redadas suspendidas se iban a ejecutar precisamente en algunos de esos sitios.

Martínez dijo que investigará la supuesta responsabilidad de Munguía Payés, que fue ministro de Seguridad de noviembre de 2011 al 17 de mayo de este año, en la suspensión de las redadas.

Munguía Payés, que es considerado como el máximo defensor de la "tregua" dentro del Gobierno, declaró a los periodistas sobre las denuncias del fiscal: "Yo no tengo vela en ese entierro".

Justificó que "solamente el fiscal (es) el que decide si se van a hacer o no se van a hacer los operativos; los fiscales no están bajo la jurisdicción del ministro de Justicia y Seguridad, por lo tanto no puede dar órdenes a los fiscales".

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Si usted es uno de los casi 6 millones de hombres con problemas de erección y a quien las píldoras no le funcionan, conozca cómo la Bomba Interna en el Pene ("Internal Penile Pump") restituye la función sexual normal.



Dr. J. Francois Eid

Los medicamentos orales tales como el Viagra, Levitra y Cialis tienen éxito al restituir las erecciones de un 65% de los 20 millones de hombres americanos que sufren de disfunción eréctil. Sin embargo, un tercio de aquellos que sufren de disfunción

eréctil requieren una opción de tratamiento más avanzado; menos del 50% de los hombres con diabetes y menos del 40% de los hombres que han tenido un tratamiento de cáncer de la próstata responden a los medicamentos orales para disfunción eréctil.

La Bomba Interna en el Pene actualmente es la mejor opción para los hombres que no responden a los medicamentos, dice el Dr. J. Francois Eid Director de Advanced Urological Care. El es el médico mejor clasificado para este procedimiento en el noreste y cada año el ejecuta más de 200 inserciones de Bomba en el Pene.

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palgada dentro del saco del escroto. Al apretar la bomba (la cual está completamente dentro del escroto), por aproximadamente un minuto, el fluido es bombeado dentro del pene, resultando en una erección grande y duradera. Para devolver al pene a su estado flácido, simplemente presione y sostenga la bomba hacia abajo. Una vez insertada, la bomba no requiere mantenimiento y puede permanecer en el lugar durante toda la vida.

"La Bomba Interna en el Pene actualmente es la mejor opción para los hombres que no responden a los medicamentos"

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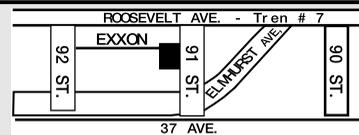


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Otro interrogatorio a tripulantes de barco

PANAMÁ/EFE — El Ministerio Público de Panamá volverá a interrogar a los 35 tripulantes norcoreanos del buque “Chong Chon Gang”, detenidos hace trece días en este país tras el hallazgo de material bélico no declarado procedente de Cuba, informó ayer una fuente judicial.

La procuradora general de Panamá, Anal Belfon, dijo a los periodistas que es necesaria una segunda indagatoria, para que puedan aportar “algunos datos” sobre su vinculación con las armas encontradas en el mercante, de manera que pueda determinarse la responsabilidad que les corresponde en la comisión del delito.

A los 35 tripulantes del barco, quienes están detenidos en la antigua base aeronaval estadounidense de Sherman, se les acusó de atentar contra la seguridad colectiva, luego de que se negaran a declarar ante el Ministerio Público.

Belfon señaló que, al igual que ocurrió en la primera ocasión, los acusados contarán con la asistencia de abogados de oficio para su defensa, así como con los servicios de un traductor.

La procuradora panameña precisó que esta semana se proseguirá con el trabajo de inspección y evacuación de los contenedores hallados en la primera de las cinco bodegas, que supuestamente contienen el material bélico no declarado.

“Esta es una labor titánica (y) estamos realmente en los primeros pasos”, matizó Belfon tras participar en la inauguración de un taller para fiscales de Centroamérica y la República Dominicana.

Belfon indicó que después de la inspección de las bodegas, se procederá a clasificar su contenido, para determinar si todas corresponden a armas controladas y prohibidas por las Naciones Unidas y, en función de ello, se tomarán algunas decisiones.

Manifestó que aparte del trabajo que realizarán los técnicos de las Naciones Unidas, que tienen previsto llegar a Panamá en los primeros días de agosto, la



■ Un grupo de trabajadores desvela varios contenedores ocultos entre sacos de azúcar y que presumiblemente contienen material bélico, dentro del barco.

Fiscalía General panameña seguirá con su investigación a fin de determinar si los tripulantes norcoreanos cometieron un delito contra la seguridad colectiva.

El presidente panameño, Ricardo Martinelli, dijo a través de su cuenta en la red social Twitter que las autoridades sacaron de uno de los contenedores los dos aviones Mig 21 Bis que estaban ocultos, y que el gobierno cubano admitió como parte del cargamento de armas que, según dijo, iban a ser reparadas en Corea del Norte y devueltas a la isla.

El mandatario mostró fotos de ambos aparatos en el momento en que agentes de seguridad abrían los contenedores en donde los aviones están desmontados y con sus fuselajes amarrados.

Detienen a presuntos narcos

GUATEMALA/NOTIMEX — Las fuerzas policiales guatemaltecas informaron ayer de la detención de 14 integrantes de una banda de narcotraficantes, acusados de ultimar a nueve agentes de la Policía Nacional Civil (PNC) y vinculados con narcotraficantes mexicanos.

Las autoridades guatemaltecas informaron de la captura de Ramón Antonio Pop Luc, detenido en Cobán, noroeste departamento de Alta Verapaz, a quien se considera jefe de sicarios de la banda desarticulada.

Tras el ataque, el gobierno instrumentó el operativo especial Dignidad, que permitió la captura de 14 implicados en los asesinatos

Los detenidos pertenecen a un grupo que la noche del pasado 13 de junio irrumpió en una sede de la PNC del municipio de Salcajá, occidental

departamento de Quetzaltenango, ultimó a ocho agentes y secuestró al subinspector César Augusto García, cuyo cuerpo desmembrado del funcionario fue hallado días después.

El grupo, que operaba en el departamento de Huehuetenango y en otros puntos de la frontera con México, se hacía llamar Cártel del Golfo tendría nexos con la banda transnacional del Cártel de Sinaloa, según investigaciones. La banda criminal estaría encabezada por Francisco Eduardo Villatoro Cano, alias “Guayo”, cuyos pasos son seguidos de cerca por las fuerzas de seguridad.

Tras el ataque, el gobierno instrumentó el operativo especial Dignidad, que permitió la captura de 14 implicados, entre ellos el policía Milton Fredy García Chávez.

Relaciones con Cuba

El canciller de Panamá, Fernando Núñez Fábrega, descartó ayer un deterioro en las relaciones con Cuba, a raíz de la detención de un barco norcoreano cargado con armas de la isla, en un hecho calificado de contrabando por las autoridades.

“Con Cuba no creo que van a ser (las relaciones) en lo más mínimo problemáticas”, dijo Fábrega a periodistas en su primera aparición pública desde el hallazgo el 15 de julio de armas en una nave norcoreana detenida cinco días antes en aguas panameñas.

“Se fue a buscar drogas, el barco tenía historial de drogas y no creo que en algún momento se sospechó que hubiese armas bélicas de esa naturaleza”, indicó el ministro de relaciones exteriores.

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PRD convoca a protesta

PANKY CORCINO/CORRESPONSAL EDLP

SANTO DOMINGO — La facción política del opositor Partido Revolucionario Dominicano (PRD) que sigue al expresidente Hipólito Mejía convocó a una protesta frente a la sede del Tribunal Superior Electoral (TSE) para repudiar las decisiones tomadas por los jueces de ese organismo en favor de Miguel Vargas Maldonado.

► **Las manifestaciones se realizarán frente al Tribunal Superior Electoral (TSE) para repudiar las decisiones de los jueces**

“El ingeniero Miguel Vargas Maldonado está ocupando de manera indebida el local del PRD. ¿Qué haremos nosotros? Se reunirá la dirección, los organismos

se reunirán y tomaremos decisiones”, advirtió en una rueda de prensa el abogado Enmanuel Esquea Guerrero.

“El que tenga miedo que compre un perro prieto”, apuntó para ratificar la decisión de la facción de Mejía de tomar las calles para obligar a Vargas Maldonado a realizar una convención interna con la que buscan desplazarlo de la presidencia del partido opositor.

Durante la crisis interna del PRD, que inició hace más de un año, Vargas Maldonado propició la expulsión del partido del expresidente Mejía y la suspensión de otros dirigentes.

Un total de 69 integrantes de la facción del exgobernante fracasaron en una instancia al Tribunal Superior Electoral en la que buscaban que ese organismo obligara a la dirección del partido a reconocerlos como miembros del Comité Ejecutivo Nacional (CEN), que pretende reunir Vargas Maldonado en los próximos días para tomar decisiones en el seno del partido.

Esquea Guerrero anunció en la rueda de prensa de este martes, encabezada además por Orlando Jorge Mera (suspendido secretario general del PRD), que notificaron a la Junta Central Electoral (JCE) y a los bancos comerciales del país para que se abstengan de hacer transacciones económicas del PRD manejadas por el Vargas Maldonado.

Insistieron en que Vargas Maldonado está ocupando en forma ilegal la Casa Nacional del PRD, ubicada en la avenida Enrique Jiménez Moya, ya que su mandato terminó en forma oficial el pasado viernes 19 de este mes.



Desfile previo a celebración en Perú

■ Varios pacientes del hospital psiquiátrico Larco Herrera en Lima, desfilaron ayer por las principales calles de la capital peruana en los inicios de las festividades por la Independencia, que se celebrará el próximo 28 de julio.

AP

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Mueren 22 en México por la violencia

MICHOACÁN/AP — Enfrentamientos en el estado mexicano de Michoacán, una entidad plagada por la violencia, dejaron al menos 22 personas muertas, incluyendo dos policías federales, informaron autoridades.

Hombres armados cerraron caminos en todo el estado y emboscaron patrullas de la policía en al menos seis puntos distintos durante el día, informó la Secretaría de Gobernación (Ministerio del Interior) en un comunicado.

► Aunque cuatro de las víctimas vestían uniformes y chalecos antibalas, se cree que no eran efectivos policiales ni militares

La Segob indicó ayer que agentes federales repelieron los ataques y abatieron a 20 personas y dejaron heridos a un número sin especificar de agresores. Dos agentes murieron en los tiroteos y 15 resultaron heridos.

Los enfrentamientos entre el cártel de los Caballeros Templarios y la policía federal se intensificaron la semana pasada en el occidente de México. Al menos cuatro policías han muerto en refriegas con hombres armados desde el jueves.

El lunes, cinco personas murieron cuando unos hombres abrieron fuego contra un grupo de vigilantes comunitarios que estaban reunidos en una plaza del municipio de Los Reyes, Michoacán.

Alrededor de 300 vigilantes comunitarios enmascarados vistiendo camisetitas similares llegaron al ayuntamiento de Los Reyes para anunciar que se harían cargo de la vigilancia de la ciudad. Minutos después, tres agresores dispararon contra la multitud, matando a tres autodefensas, un oficial de policía y un



NOTIMEX

■ Agentes federales y soldados del Ejército mexicano resguardan una carretera en el municipio de Arteaga, en el estado mexicano de Michoacán.

transeúnte, dijeron las autoridades. Escuadrones de autodefensa se formaron en los últimos meses en Michoacán y es gente que dice estar luchando contra la violencia, los secuestros y las extorsiones realizadas por los cárteles de la droga.

También el martes, las autoridades reportaron el hallazgo de los cadáveres de seis hombres en una aldea remota del norte del país, donde fueron incendiados varias viviendas y vehículos.

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Espía sigue en Rusia

Moscú/AP — Edward Snowden podría estar preparándose para una estadía prolongada en Rusia, indicó su abogado, al afirmar que el espía que reveló a los cuatro vientos programas secretos, se propone empezar a estudiar el idioma y la cultura rusa y que por el momento este país será su destino final. Anatoly Kucherena hizo el anuncio después de reunirse con el exanalista de la Agencia de Seguridad Nacional en la zona de tránsito del aeropuerto. Snowden estaba por recibir documentos que le permitirían salir del aeropuerto.



AP

■ El exespía norteamericano Edward Snowden, seguirá en Rusia.

Arrestan directora

Patna, India/AP — La directora de una escuela primaria del este de India donde 23 niños fallecieron la semana pasada tras comer alimentos preparados con aceite contaminado fue arrestada ayer, nueve días después de huir, informó la policía. Meena Kumari huyó mientras los niños empezaron a enfermarse después de comer el almuerzo diario gratuito en la escuela del estado de Bihar. Para el jueves por la tarde, 23 niños de entre 5 y 12 años habían muerto por comer comida contaminada con insecticida. Pruebas forenses han revelado que las muestras de los alimentos contenían niveles altamente tóxicos de un letal pesticida agrícola.

Preparan ofensiva

El Cairo/EFE — Los rebeldes sirios preparan una gran ofensiva para tomar el control de la ciudad de Aleppo, después de la captura de dos enclaves militares estratégicos de la zona, informó ayer el portavoz del Ejército Libre Sirio (ELS), coronel Qasem Saadedin. El portavoz explicó que el objetivo de los insurgentes es dominar por completo Aleppo, en el norte de Siria, donde muchos barrios están todavía controlados por las fuerzas gubernamentales.

Asesinan abuela y su nieta en Guatemala

GUATEMALA/EFE — Una niña de cinco años y su abuela de 62 fueron asesinadas en una localidad del este de Guatemala por hombres armados que ingresaron a la casa donde vivían para presuntamente robar, informaron ayer fuentes oficiales.

Un portavoz de la Policía Nacional Civil (PNC) dijo a los periodistas que la niña fue secuestrada el martes por los delincuentes que asaltaron su residencia, en el pueblo de El Progreso, del

departamento de Jutiapa, fronterizo con El Salvador.

Horas después, el cadáver de la menor fue hallado dentro de un lavadero de ropa en las cercanías de su vivienda.

Según la PNC, la intención de los delincuentes era secuestrar a la pequeña, pero debido a su llanto optaron por asesinarla a golpes y herirla con arma blanca.

“De acuerdo con las investigaciones preliminares, hombres armados ingresaron a la residencia con intenciones de robar. Al parecer hubo resistencia de parte de la sexagenaria Everilda Carrillo de Ruano, abuela de la menor, quien sufrió heridas de gravedad”, explicó la fuente.

Carrillo de Ruano falleció horas después en la sala de urgencias del hospital de El Progreso.

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Resurgen choques entre bandas rivales en Michoacán

MARK STEVENSON/AP

MEXICO — Michoacán, un estado productor de aguacate y de oleadas de migrantes en el occidente de México, está siendo una espina tan molesta para el presidente Enrique Peña Nieto como lo fue para su antecesor Felipe Calderón.

Tras un fabuloso triunfo por la captura del líder del cártel de los Zetas Miguel Ángel Treviño Morales, Peña Nieto casi inmediatamente se vio sumergido de nuevo esta semana en la sangrienta realidad de la guerra de las drogas en México cuando hombres armados que presuntamente trabajan para el grupo narcotraficante Caballeros Templarios realizaron el miércoles una serie de emboscadas coordinadas contra caravanas de la Policía Federal.

Los ataques continuaron hasta casi la medianoche, e hirieron al menos a cinco agentes federales. La cifra de muertes por los enfrentamientos era de 20 delincuentes y cuatro policías federales. Aproximadamente 15 personas resultaron heridas en las emboscadas, en las cuales hombres armados secuestraron camiones y autobuses para bloquear carreteras.

Las raíces profundas del cártel y su



■ Miembros armados de un grupo de auto-defensa vistiendo camisetas blancas con el lema "Por una libre Aquila" parados en una esquina de este poblado.

probada capacidad de violencia podrían convertir a Michoacán en el cementerio de la promesa de Peña Nieto de reducir la violencia por el control del mercado de las drogas.

"Ellos están retando al Estado mexicano en igualdad de condiciones", dijo Edgardo Buscaglia, un erudito de la Universidad de Columbia quien estudia

el crimen organizado en Latinoamérica, señalando que en muchas zonas de Michoacán los Caballeros Templarios son la ley de facto.

Grupos de autodefensa cansados del crimen están contraatacando con lo que denominan "policía comunitaria". El surgimiento de tales grupos ha sido un factor en el nuevo estallido de la vio-

Refuerzos policiales

El presidente Enrique Peña Nieto envió hace dos meses al área miles de soldados y policías federales para buscar recuperar el control del estado de manos del cártel de los Caballeros Templarios, justo como su predecesor desplegó periódicamente fuerzas armadas en Michoacán, que es el estado natal de Calderón. Aunque los residentes en un principio aplaudieron el envío de tropas más reciente y algunos grupos de autodefensa aceptaron hace poco entregar sus armas, la calma duró poco.

lencia. "Están emboscando los policías federales y los comunitarios", dijo Misael González, un líder del grupo de autodefensa en el poblado de Coalcomán.

En el enfrentamiento más reciente, decenas de hombres armados y enmascarados tomaron la comandancia de la policía en la ciudad michoacana de Aquila, portando rifles semiautomáticos y vistiendo playeras que decían "Por una Aquila libre", la misma consigna utilizada por grupos de autodefensa similares que han brotado desde febrero en media decena de poblados de Michoacán para tratar de expulsar a los Caballeros Templarios.

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Rebeldes piden armas

Naciones Unidas/EFE — La oposición siria, que se reunió ayer por primera vez con el Consejo de Seguridad de la ONU, señaló que piden armas a la comunidad internacional para "defenderse" e instó a la Corte Penal Internacional a investigar todos los crímenes y violaciones de derechos humanos, incluidos los del régimen. "Pedimos armas para defendernos y defender a la población civil de los ataques del régimen en las zonas liberadas", dijo hoy ante la prensa el nuevo líder de la Coalición Nacional Siria (CNS), Ahmad Asid Yarba, tras una reunión informal con los miembros del Consejo.

Disputas en Egipto

El Cairo/AP — Dos manifestantes murieron ayer en enfrentamientos entre partidarios y oponentes del derrocado presidente egipcio Mohamed Morsi en la ciudad costera de Alejandría, dijo un funcionario del Ministerio de Salud del país. Los choques estallaron el viernes, un día que ambos bandos sostendrán protestas por todo Egipto. El jefe de las fuerzas armadas, el general Abdul Fatá El Sisi hizo un llamado a marchas que exijan que se le otorgue una orden judicial para detener la "violencia y el terrorismo". Los simpatizantes de Morsi, el primer presidente elegido de las urnas en Egipto y depuesto por El Sisi a principios de mes, también se manifestaron el viernes.

No será extraditado

Moscu/AP — Rusia sostiene su negativa a extraditar a Edward Snowden, que ha solicitado asilo en ese país, reiteró un portavoz del presidente Vladimir Putin ayer mientras Estados Unidos garantizaba que no pediría la pena de muerte para el exanalista de la Agencia de Seguridad Nacional (NSA). Snowden, que presuntamente se encuentra en el área de tránsito del aeropuerto de Moscú desde el 23 de junio, solicitó asilo temporal a Rusia la semana pasada. Estados Unidos desea que sea repatriado a fin de que sea procesado por espionaje.



■ Edward Snowden



Se cumple 60 años de asalto al cuartel Moncada

■ El presidente de Cuba, Raúl Castro, afirmó ayer que la revolución cubana "sigue siendo una revolución de jóvenes" aunque hayan pasado 60 años del fallido asalto al cuartel Moncada, fecha que se considera como el inicio de aquel proceso. "Han pasado los años, pero ésta sigue siendo una revolución de jóvenes como lo éramos el 26 de julio de 1953", aseveró el general Castro en la ciudad oriental de Santiago de Cuba, donde tuvo lugar ayer el acto central para conmemorar esa emblemática fecha en el calendario político cubano. Castro visitó el museo Moncada donde hay un modelo a escala del bote 'Granma'. Al acto asistieron mandatarios latinoamericanos como el presidente Nicolás Maduro, a la izquierda.

Beca para niño humillado en México

MEXICO/AP — Autoridades ofrecieron una beca a un niño indígena tzotzil después de que se divulgara un video en el que se ve a un inspector local del sur de México mientras lo humilla.

El caso del niño Manuel Díaz Hernández, de unos 10 años y que ocurrió en el estado sureño de Tabasco, ha sacudido fibras sensibles en México.

El niño aparece en el video llorando desconsolado mientras el inspector, Juan Diego López Jiménez, lo obliga a que tire al suelo los dulces que lleva en una canasta de mimbre para vender.

El inspector al parecer había des-

cubierto que el niño también vendía cigarros. El video fue colocado en redes sociales donde ha sido visto por cientos de miles de personas y ha generado indignación en diversos sectores del país.

► El caso del niño Manuel Díaz Hernández ha sacudido fibras sensibles en México

Autoridades dijeron ayer que el inspector fue despedido y que el niño recibirá una beca escolar.

El diputado federal Jhonatan Jardines Fraire solicitó al gobernador de

Tabasco, Arturo Núñez, iniciar las gestiones para que se inicien las indagatorias por los delitos de abuso de autoridad y robo con violencia por parte del funcionario municipal, López Jiménez, que maltrató a un niño indígena en la vía pública.

También pidió que se informe del caso a la contralora Martha Patricia Jiménez, responsable de los asuntos contables y financieros de la entidad, a fin de que se sancione la conducta del servidor público y se evite que se violenten los derechos de los menores.

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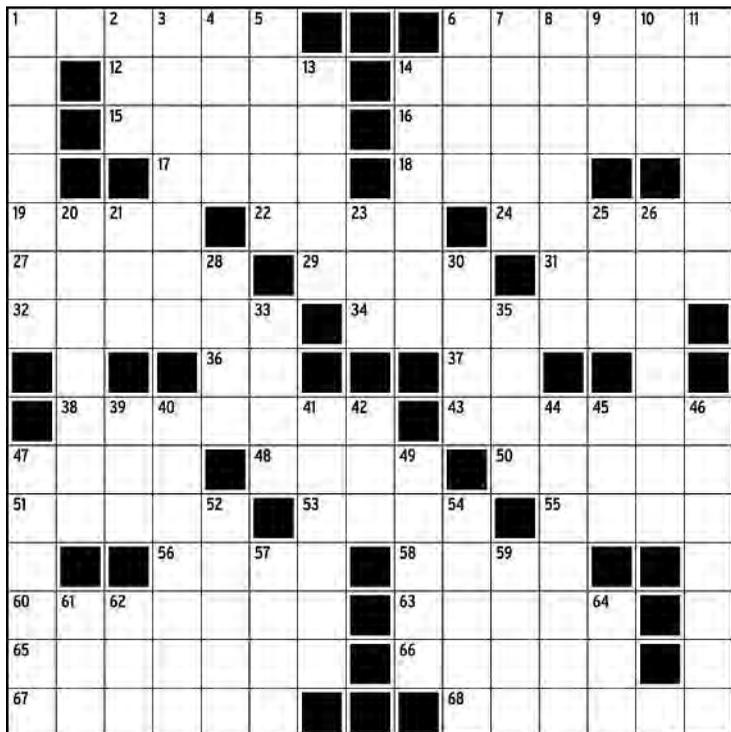
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HORIZONTALES

- 1. Tiempo entre dos límites (pl.).
- 6. Caballo desde que nace hasta que muda los dientes de leche (pl.).
- 12. Capital de la región de Champaña - Ardenas (Francia).
- 14. Perteneciente al vientre o a los intestinos.

- 15. Festejo particular en que se cometen diversos excesos.
- 16. Acensuar.
- 17. (David Lee...) Cantante del grupo de rock Van Halen.
- 18. Vestido típico de la India.
- 19. Pref.: medio.
- 22. Alta fidelidad (abr.).
- 24. Contingencia.
- 27. Sustancia derivada del amoníaco.

VERTICALES

- 1. Ejecutar sin proceso a un reo.
- 2. Pref.: impulso hacia adelante.

- 29. Departamento del NE de Bolivia.
- 31. De poca importancia.
- 32. Distraiga el ánimo con algún descenso.
- 34. (Juan Pablo...) Piloto colombiano de NASCAR.
- 36. Afganistán (dom. Internet).
- 37. Tonga (dom. Internet).
- 38. Convertir en grano la masa de que se compone la pólvora.
- 43. Allí mismo.
- 47. Dícese del niño que se orina en sus ropas.
- 48. Envío masivo de publicidad por e-mail.
- 50. Incité a una acción.
- 51. Espacio de tierra comprendido entre ciertos límites (pl.).
- 53. Personaje bíblico que derramó su simiente en la tierra.
- 55. Río de Rusia.
- 56. Famosa marca de automóviles.
- 58. (Meg...) Actriz estadounidense.
- 60. Estado del SE de Europa.
- 63. Evité con astucia una dificultad.
- 65. Meter o colocar excesivo número de personas o cosas en un lugar.
- 66. Aparato de detección submarina.
- 67. Emitid reiteradamente el sonido de s y ch.
- 68. Aeropuerto internacional de Tokio.

- 3. Relativo a la sierra de serran (f.).
- 4. Percibo sonidos con el oído.
- 5. (Will...) Protag. filme "Yo robot".
- 6. Comete un pecado.
- 7. Percibirá por el olfato.
- 8. Receptáculo en donde se recoge el mosto que corre de la uva pisada en el lagar.
- 9. Igualdad de nivel.
- 10. Ganso doméstico.
- 11. Filósofo francés (1905-1980) representante del existencialismo.
- 13. Señor, amo (voz hindú).
- 14. Local destinado a la práctica de juegos de azar.
- 20. Brotar, salir a la superficie del agua.
- 21. Diez veces cien.
- 23. Fuerza electromotriz (símbo.).
- 25. Título honorífico turco.
- 26. Especie de vid silvestre.
- 28. Afean.
- 30. Dios del Sol (mit. incaica).
- 33. 7ª letra (pl.).
- 35. Miembro del pueblo amerindio.
- 39. Mordisquea.
- 40. Etapa del ciclo celular.
- 41. Poner a las personas nombres tomados de alguna característica personal.
- 42. Filme de Akira Kurosawa (1985).
- 44. Cubrir el agua los terrenos y las poblaciones.
- 45. Director (abr.).
- 46. Canción o melodía breve.
- 47. (De...) Que es conocido sobradamente.
- 49. (A...) Abundantemente.

- 52. En Centroamérica: persona que carece de una oreja (f.).
- 54. Tejido sintético.
- 57. Capital de Arabia Saudita.
- 59. Pone juntas o armoniza varias cosas.
- 61. Unidad de Terapia Intensiva (sigla).
- 62. Cada una de las doce divisiones del año.
- 64. Instituto de Relaciones Internacionales (sigla).

VERTICALES

- 1. Linchar, 2. Pro, 3. Serrina, 4. Oligo, 5. Smith, 6. Peca, 7. Olerá, 8. Tínillo, 9. Ras, 10. Oca, 11. Sartre, 13. Sahib, 14. Ca-sino, 20. Emerger, 21. Mil, 23. Fem, 25. Bey, 26. Uayema, 28. Ajan, 30. Int, 33. Fes, 35. Tobá, 39. Roe, 40. Anafase, 41. Apodar, 42. Ran, 44. Inundar, 45. Dir, 46. Melisma, 47. Marras, 49. Mares, 52. Sonta, 54. Nylon, 57. Riad, 59. Auna, 61. Uti, 62. Mes, 64. IRL.

HORIZONTALES

- 1. Lapsos, 6. Potros, 12. Reims, 14. Ce-lica, 15. Orgia, 16. Acensar, 17. Roth, 18. Sari, 19. Hemi, 22. Hi-Fi, 24. Albur, 27. Aminta, 29. Beni, 31. Leve, 32. Relaje, 34. Montoya, 36. Af, 37. To, 38. Granear, 43. Ibidem, 47. Meón, 48. Spam, 50. Animé, 51. Areas, 53. Onán, 55. Ural, 56. Ford, 58. Ryan, 60. Rumania, 63. Eludi, 65. Atestar, 66. Sonar, 67. Sisead, 68. Narta.

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Cantan victoria contra crimen organizado

MÉXICO/NOTIMEX — En lo que va de la presente administración, el Ejército y Fuerza Aérea mexicanos aumentaron a cuatro mil 670 el número de personas detenidas, como parte de las acciones realizadas en todo el país para combatir el narcotráfico, señaló un informe de la Secretaría de la Defensa Nacional (Sedena).

Del 1 de diciembre de 2012 al 22 de junio de este año, la Sedena detuvo a cuatro mil 300 personas, cifra que aumentó al 14 de julio cuando se reportó el aseguramiento de cuatro mil 670 personas más.

En este periodo, del 1 de diciembre de 2012 al 14 de julio del presente año fueron asegurados más de 850 mil libras de marihuana, cuatro mil 223 libras de semilla de esta droga, y se destruyeron 20 mil 322 plantíos de este enervante, ubicados en dos mil 866 hectáreas.

El informe público de la Sedena detalló, además, que fueron asegurados 850 libras de semilla de amapola, 150 li-



■ El presunto capo Miguel Treviño, detenido por infantes de la Marina.

bras de heroína, además de que fueron destruidos 73 mil 958 plantíos de amapola ubicados en 11 mil 327 hectáreas.

Durante ese mismo periodo, la Se-

cretaría de la Defensa aseguró mil 690 libras de cocaína, seis mil 429 libras de metanfetaminas y 72 laboratorios clandestinos donde se elaboraban sustancias ilegales, precisó.

Asimismo, del 1 de diciembre de 2012 al pasado 14 de julio, la dependencia federal aseguró también cinco mil 918 vehículos terrestres, 17 aeronaves, 19 embarcaciones y 120 pistas clandestinas de aterrizaje, como parte de los resultados obtenidos en la lucha contra el narcotráfico.

Además, se aseguraron dos mil 256 armas cortas y cuatro mil 475 armas largas, 980 granadas y 846 mil 960 cartuchos de diversos calibres.

Por lo que respecta al numerario, durante el referido lapso, también fueron asegurados dos millones 620 mil 66 dólares americanos y 13 millones 348 mil 616 pesos, precisó el informe público de la Sedena.

Durante ese mismo periodo se han detenido a importantes capos del narcotráfico, entre ellos Miguel Treviño, jefe de los Z y conocido como Z40.



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Niegan libertad a salvadoreños

SAN SALVADOR/NOTIMEX — Un tribunal salvadoreño negó la libertad a 15 hombres integrantes de una supuesta banda de roba-carros que comercializaba en Guatemala, por considerar que existen suficientes elementos que probarían su culpabilidad.

El Juzgado Octavo de Paz de San Salvador dio un plazo de cuatro meses a la Fiscalía para que se presenten más pruebas contra los acusados de la red roba-coches, cuya banda estaría liderada por el conocido ganadero, Roberto Herrera, detenido un día antes de la captura de los 15.

Según la documentación presentada por el Ministerio Público durante la audiencia inicial celebrada el sábado, la banda está integrada por 24 personas, quienes se dedican al hurto y robo de automóviles en El Salvador y luego llevados a Guatemala para su venta.

La red roba-coches habría robado al menos 100 vehículos para comercializarlos fuera del país, según las informaciones policiales.

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Emotivo funeral de víctimas de tren

PILAR DOMÍNGUEZ/EFE

SANTIAGO DE COMPOSTELA/MADRID — Las 79 víctimas mortales del accidente de tren ocurrido en Santiago de Compostela y la heroicidad de los vecinos que corrieron a auxiliares y de miembros de los equipos de rescate fueron recordados y elogiados ayer durante un solemne, emotivo y multitudinario funeral.

Los familiares de las víctimas, muchos de los vecinos del barrio de Santiago de Compostela donde descarriló el tren el pasado miércoles asistieron al funeral en la catedral de la ciudad, mientras que miles de fieles y personas que quisieron expresar su solidaridad siguieron la ceremonia religiosa a través

► El arzobispo comenzó su homilía con un recuerdo "orante" para los heridos que siguen en los hospitales

de una pantalla gigante instalada fuera del templo.

La mayor parte de los 79 muertos son españoles, pero

también se encontraban ciudadanos de Colombia, México, Brasil República Dominicana, Italia, Francia, Argelia y Estados Unidos, que causó más de 150 heridos.

Asistió a la ceremonia el príncipe Felipe de Borbón, heredero de la Corona española, acompañado de su esposa, la princesa Letizia, y su hermana la infanta Elena, al igual que el presidente del Gobierno español, Mariano Rajoy; el jefe del ejecutivo regional de Galicia, Alberto Nuñez Feijoo, así como ministros y autoridades eclesiásticas.

El arzobispo de Santiago de Compostela, Julián Barrio, dijo a las familias de las víctimas que España les "lleva en el corazón" desde el accidente.

Los vecinos del barrio de Angrois, donde ocurrió la tragedia y quienes fueron los primeros en llegar para socorrer a las víctimas asistieron también a la ceremonia, en la que se elogió su valentía y coraje.



■ Familiares de las 79 víctimas mortales del accidente ferroviario ocurrido en las proximidades de la capital gallega, tras asistir al funeral oficial.

Barrio fue el encargado de officiar el funeral por las víctimas del accidente ferroviario ocurrido el pasado miércoles, en el que más de un centenar de personas resultaron heridas.

Tras la ceremonia religiosa, el príncipe Felipe de Borbón, su esposa, y su hermana, se dirigieron a los familiares de las víctimas a los que estrecharon las manos, abrazaron y besaron pronunciando palabras de consuelo.

Algunos de los familiares no pudieron contener las lágrimas durante esos momentos, en los que los Príncipes y la Infanta Elena les expresaban su solidaridad y pésame.

El arzobispo comenzó su homilía con un recuerdo "orante" para los heridos que siguen en los hospitales y les deseó una pronta recuperación, y a las familias de las víctimas mortales les expresó el apoyo de "todos".

"Desde el primer momento os hemos

tenido en nuestro corazón como también a ellos. Os ha llevado en su corazón Galicia y España y tantas personas. Cardenales, obispos, religiosos y laicos más allá de nuestras fronteras me han pedido que os transmita sus condolencias con su oración y solidaridad", afirmó el prelado.

Caja negra

Los investigadores se disponen a examinar la "caja negra" del tren para buscar más pistas sobre el peor desastre ferroviario del país en décadas.

El conductor Francisco José Garzón Amo enfrenta múltiples cargos de homicidio por negligencia.

"¡Me quiero morir, no quiero ver esto!", dijo Garzón tras ser rescatado del tren que descarriló el miércoles, según la versión de una persona que acudió a socorrerlo cuando ocurrió la tragedia.

Esclarecen asesinato de vicealmirante

MÉXICO/EFE — Las autoridades anunciaron ayer la detención de tres presuntos sicarios de un cártel del crimen organizado que han confesado su participación en el asesinato de un vicealmirante y de su escolta, perpetrado el domingo pasado.

La emboscada se registró en un camino rural del estado occidental de Michoacán, que en los últimos días ha sido escenario de una ola de violencia por ataques de presuntos narcotraficantes contra miembros de los cuerpos de seguridad.

En el ataque murieron el vicealmirante Carlos Salazar Ramonet, comandante de la VIII Zona Naval, con sede en Puerto Vallarta (occidente), y uno de los escoltas que viajaba en el mismo vehículo. Se trata de uno de los golpes más duros que recibe la Armada de México, que participa en la lucha contra el crimen organizado, junto con el Ejército y los cuerpos de seguridad.

El fiscal general de México, Jesús Murillo Karam, compareció ante los periodistas para dar detalles de este ataque y de las tres personas que fueron detenidas en las últimas horas por su presunta vinculación con el atentado.

Los tres detenidos "declaran formar parte de un grupo delictivo (...) que se denomina a sí mismo Caballeros Templarios", confirmó Murillo Karam en su declaración ante los periodistas.

"Los Caballeros Templarios" surgieron hace tres años, están presentes en vastas áreas de Michoacán y son acusados de controlar una red de producción de drogas naturales y sintéticas, de secuestros y de extorsiones.

El portavoz del Gabinete de Seguridad, Eduardo Sánchez, identificó a los detenidos como Timoteo Vargas Infante, José Trinidad Arroyo Regalado y Ramiro Barajas Alvarado.

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Peña Nieto ensalza labor de militares

MÉXICO/EFE — El presidente, Enrique Peña Nieto, ensalzó ayer el papel de los militares en la lucha contra la delincuencia organizada y afirmó que su Gobierno está privilegiando “el uso de la inteligencia por encima del uso de la fuerza”.

“Queremos ser proactivos ante la delincuencia, e incluso prevenir las causas que la originan”, aseguró Peña Nieto, comandante supremo de las Fuerzas Armadas, en la entrega de menciones honoríficas a unidades del Ejército, de la Marina y de la Fuerza Aérea.

► El presidente ofreció su mensaje dos días después de que fuera asesinado el comandante de la VIII Zona Naval

El gobernante dijo que la precisión de las unidades operativas de las Fuerzas Armadas y el resultado de las estrategias que se llevan a cabo “forman parte de una nueva etapa de la seguridad nacional” que privilegia la inteligencia sobre el uso de la fuerza.

A la vez de fortalecer los cuerpos de seguridad, la estrategia “se enfoca en alinear las políticas públicas, los pro-

gramas sociales y las acciones gubernamentales hacia los objetivos de la reducción de la violencia y abatir la impunidad”, abundó.

También ensalzó la labor de los militares para defender las fronteras y las costas mexicanas, así como su actuación en lugares recónditos del país en los que “no es fácil percibir el largo trabajo que realizan en favor de los mexicanos”.

Peña Nieto ofreció su mensaje dos días después de que fuera asesinado por presuntos narcotraficantes el comandante de la VIII Zona Naval, vicealmirante Carlos Salazar Ramonet, así como un ayudante suyo, en el estado occidental de Michoacán.

En la misma ceremonia, el secretario de Marina, almirante Vidal Francisco Soberón Sanz, dijo que a raíz de este ataque, uno de los más duros que recibe la Marina en la lucha contra el narcotráfico, “la Armada de México se encuentra de luto”.

“Este hecho no nos detendrá, por el contrario, ratificamos lo señalado por nuestro comandante supremo, de mantenernos firmes y dispuestos para velar por la vida, por la seguridad y el patrimonio de cada uno de los mexicanos”, agregó el jefe militar.



NOTIMEX

► El presidente Enrique Peña Nieto encabezó la ceremonia de honores fúnebres en honor del vicealmirante Carlos Miguel Salazar Ramonet asesinado en Michoacán.

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• Este Anuncio se proporciona tras una orden del Tribunal de Distrito de los Estados Unidos para el Distrito Este de Nueva York (la “Corte”) en una demanda de acción de clase conocida como Watts. i: Jackson Hewitt Tax Service Inc. et al. No. 06-CV-6042 (DLI) (SMG) (la “Acción”) para informarle de la propuesta de transacción extrajudicial (el “Acuerdo”) alcanzada entre Dana Watts y Yadira Mosquera (“Los Demandantes”) en nombre de un clase propuesta de clientes de Jackson Hewitt (la “Clase”), y Jackson Hewitt Tax Service Inc., y ciertos de sus afiliados y los propietarios de franquicias (“Los Demandados”).

• El 18 de octubre de 2013 pm tendrá lugar una vista ante el Tribunal en el Edificio del Distrito de los Estados Unidos, 225 Cadman Plaza Este, Brooklyn, NY 11201 (la “Audencia de Conciliación”) para determinar, entre otras cosas, la del Acuerdo debe ser aprobado por el Tribunal como justo razonable y adecuado, y se concede el pago de honorarios y gastos a los Demandantes abogados de los Demandantes y un premio incentivo para los Demandantes (-Incentivo para los Demandantes Si se aprueba el Acuerdo proporcionará entre otras cosas, los miembros de la clase la oportunidad de beneficiarse disponible una sola vez de un descuento de \$50 en su factura de ciertos servicios de preparación de impuestos prestados por determinadas oficinas de Jackson Hewitt en los cinco condados de la ciudad de Nueva York dentro de un periodo de dos años. Si usted es un miembro de la Clase, usted tiene el derecho, pero no está obligado, a estar presente en la Audiencia de Conciliación.

• Los Demandantes alegaron que los Demandados participaron en un plan ilegal para engañar sistemáticamente a sus clientes que requieren ayuda para completar sus formularios de impuestos. Según las alegaciones de los Demandantes, los Demandados, entre otras cosas anunciaron precios mínimos para la preparación de declaraciones de impuestos tanto federales como estatales, de forma larga y corta principalmente a través de letreros colocados en ciertas ubicaciones de las tiendas, los cuales eran engañosos. Los Demandados han negado categóricamente, y siguen negando, que cometieran ninguna irregularidad han sostenido y continúan afirmando que las afirmaciones de los Demandantes no tienen mérito y están sujetas a numerosos argumentos jurídicos y fácticos. Los Demandados han decidido llegar a este Acuerdo únicamente porque eliminaría la carga, inconvenientes gastos, riesgos e incertidumbres inherentes a los litigios.

La Forma Larga del Aviso de la Tramitación de la Acción Propuesta (Acuerdo la “Notificación”) define la clase y desentene en detalle los terminus del Acuerdo incluyendo cómo objetar y cómo excluirse del Acuerdo propuesto. La fecha limitada para la exclusión es el 16 de septiembre 2013, y la fecha límite para objetar es el 23 de septiembre 2013. Usted puede obtener una copia de la Notificación de forma gratuita. Visitando www.jacksonhewittclassactionsettlement.com o llamando al 1-877-370-7703

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Dr. Roberto Klein

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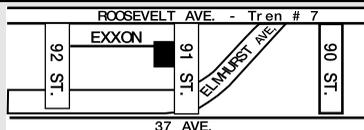


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Espectacular la Toma de Posesión del CNP (NJ/NY)



Foto por Félix Lam.

Por Héctor Lemagne Sandó.
Secretario de Prensa y Correspondencia

Pequeño resultó el local del Restaurante Mesón Español, el domingo 23 de junio, para albergar a tantos entusiastas cubanos y no cubanos que estuvieron presentes en el Acto de Toma de Posesión de la nueva directiva que regirá los destinos del Colegio Nacional de Periodistas de la República de Cuba en el Exilio (NJ/NY.)

Se tomó el debido juramento a los funcionarios electos, y acto seguido el profesor Antonio A. Acosta, presidente actual, con emocionadas palabras expresó lo que representa, para él y para el Colegio, durante muchos años la causa de la libertad de nuestra Patria, Cuba. ¡Jamás nos cansaremos de luchar por la libertad de nuestro pueblo!

Se reconoció la labor del ejecutivo y se le entregó pergaminos acreditativos de su función y de su labor. Se exhortó a los colegiados que asistan y participen

en las reuniones del CNP que se celebran los 3ros. Domingo de cada mes y se tratan temas de interés.

Degustando un succulento almuerzo tuvimos también el placer de escuchar la maravillosa voz del tenor Randy Praderes, y la interpretación al piano del joven Roland Bosch que arrancaron sendos aplausos del público. Una sorpresa fue la actuación del Indio Araucano que trajo vivencias del ayer que todos recordamos. Una tarde de inolvidable fraternidad y cubanía.

ENTRENAMIENTO Y EQUIPO GRATIS SE OFRECE EN QUEENS A TRABAJADORES DE LA CONSTRUCCION Y LIMPIEZA.

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LAMENTABLE FALLECIMIENTO

La Fundación Infantil "Corazón a Corazón" anuncia que el martes Julio 9 se celebró una Santa Misa en memoria del Señor JULIAN BARRIOS fallecido el pasado 13 de Junio en la Ciudad de NY.

La Misa se celebró en la Iglesia de: OUR LADY OF THE ANGELUS de REGO PARK.

Success Academy Charter Schools está aplicando para la apertura de nuevas escuelas primarias charter públicas en Manhattan, el Bronx, Queens y Brooklyn.

Cuándo: agosto de 2014
Dónde: Distritos escolares comunitarios 2, 8, 21, 22, 27 y 29
Grados: kinder y 1.er grado para el año escolar 2014-2015 y se continuará hasta completar todo el ciclo de kinder a 8.º grado

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Joseph J. Yancey, HDFC, a 66 unit building including 65 units designated for the elderly 62 and older and elderly who are mobility disabled located at 140-146 West 142nd Street, New York, NY, is pleased to announce that applications are now being accepted for the waiting list for renting to those with limited income. Qualifications will be based on income guidelines.

Occupancy Guidelines:

Family Size	Apt. Size	Monthly Tenant Portion of Rent*	Maximum Monthly Rent	Total Maximum Gross Annual Income**
1	Studio	Eligible resident pays 30% of income	\$989	\$30,100
1-2	1 Bedroom		\$989	\$34,400

* Includes gas for heat and cooking
** Income guidelines subject to change

Monthly rent is based on 30% of the family's total household income (as per US Dept. of Housing and Urban Development regulations) and includes gas for cooking.

Completed application must be returned by regular letter sized mail only (Priority, certified, registered, express or overnight mail will not be accepted) to a post office box number, or its equivalent, that will be listed with the application and must be postmarked by August 16, 2013. Applications postmarked after August 16, 2013 will be set aside for possible future consideration. Applications will be selected by lottery; applicants who submit more than one application will be disqualified. Duplicate applications will not be accepted. Qualifications will be based on Section-8 Federal guidelines and additional selection criteria.

APPLICANTS WILL BE REQUIRED TO HAVE A CREDIT & BACKGROUND CHECK & ADDITIONAL SELECTION CRITERIA

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SUPERVISED BY US DEPT. OF HUD



“Health Net, Inc. ayudando a aumentar la concienciación sobre la importancia de la salud previa a la concepción para las mujeres que tienen planificado ser madres.”

“La primera medida para tener un bebé sano es que la propia futura mamá esté sana antes de que se produzca la concepción” — afirma el Dr. Jonathan Scheff, M.D., director médico principal de Health Net, Inc. “Es por eso que Health Net está haciendo hincapié en el papel fundamental que desempeña la salud previa a la concepción para las mujeres que están planificando activamente un embarazo o que piensan quedar embarazadas en los próximos años”.

De acuerdo con los Centros para el Control y la Prevención de Enfermedades (por sus siglas en inglés, CDC), la atención previa a la concepción puede mejorar los resultados del nacimiento, incluyendo una reducción en la cantidad de bebés prematuros o con bajo peso al nacer.

MEDIDAS PREVIAS A LA CONCEPCIÓN

Con miras a aumentar las probabilidades de tener un bebé sano, los CDC recomiendan que se tomen las siguientes medidas previas a la concepción:

• **Elaborar un plan de vida reproductiva** – La salud previa a la concepción se centra en lo que usted puede hacer – antes de los embarazos y entre ellos – para maximizar las posibilidades de tener un bebé sano. Con este fin, es aconsejable que piense seriamente en sus objetivos respecto de tener o no tener hijos.

• **Chequeo** – Con su plan de vida reproductiva en mano – o al menos en mente – hable con su médico sobre temas tales como sus antecedentes de salud, cualquier condición médica que podría afectar su embarazo, cualquier problema de un embarazo anterior, sus medicamentos, las vacunas que son beneficiosas y las medidas que puede tomar antes del embarazo para prevenir ciertos defectos de nacimiento.

• **Condiciones médicas** – Si padece alguna condición médica – incluyendo artritis, diabetes, trastornos alimenticios, presión arterial alta, fenilcetonuria, convulsiones, enfermedades de transmisión sexual y enfermedades de la tiroides – es funda-



mental que la analice con su médico para que éste le ayude a controlarla antes del embarazo.

• **Hábitos del estilo de vida** – Fumar, beber alcohol y consumir drogas “de la calle” pueden causar un parto prematuro, defectos de nacimiento y la muerte del lactante. Si está intentando quedar embarazada y no es capaz de dejar este tipo de hábitos, su médico puede referirla a servicios de orientación, de tratamiento y otros servicios de apoyo.

• **Medicamentos** – Tomar

determinados medicamentos durante el embarazo – incluyendo algunos que requieren receta médica y de venta libre, así como suplementos dietéticos o a base de hierbas – puede causar defectos de nacimiento graves. Antes de quedar embarazada, analice con su médico los medicamentos que podrían ser perjudiciales.

• **Vacunas** – Hable con su médico sobre qué vacunas se recomiendan antes de quedar embarazada, durante el embarazo o después del parto.

• **Ácido fólico** – Tome al menos 400 microgramos de ácido fólico todos los días, lo cual puede ayudar a prevenir algunos defectos de nacimiento.

• **Sustancias tóxicas y contaminantes del medioambiente** – Evite las sustancias tóxicas, como productos químicos sintéticos, metales, fertilizantes, repelentes de insectos, y excrementos de gatos o roedores. Estas sustancias pueden dañar el aparato reproductor, tanto masculino como femenino, y hacer más difícil la concepción.

• **Peso** – Las mujeres obesas o con sobrepeso presentan un mayor riesgo de tener complicaciones durante el embarazo, así como de padecer enfermedad cardíaca, diabetes tipo 2 y determinados tipos de cáncer. Las mujeres de bajo peso también presentan riesgo de problemas de salud graves. Si usted pesa menos de lo normal, tiene sobrepeso o padece obesidad, hable con su médico sobre cómo alcanzar y mantener un peso saludable antes del embarazo.

• **Antecedentes familiares** – Cuénteles a su médico los antecedentes de salud de su familia. En función de esta información, es posible que el profesional le recomiende que tome ciertas precauciones, como recibir orientación genética.

Success Academy Charter Schools

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Cuándo: agosto de 2014

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Editor Wilfredo Rosa

Separación de Julio César Chávez y su hijo, sólo en lo profesional Pueden estar juntos pero no revueltos

“ El ex campeón mundial mexicano Julio César Chávez detalló que el rompimiento con su hijo es sólo en el aspecto profesional. Chávez Carrasco informó que la separación con su padre es una medida para encontrar la madurez como boxeador, pero además especificó que su relación en lo personal se mantenía intacta. ”



El ex campeón mundial mexicano Julio César Chávez detalló que su rompimiento con su hijo Julio César Chávez Jr. es sólo en el aspecto profesional, tal como lo detalló el propio JC Jr. en entrevista con el periódico mexicano EL UNIVERSAL.

“Les informo, la relación con [Julio César] Jr. está mejor que nunca. [El

anuncio de nuestra separación] se refiere a lo profesional. Consejos como padre, siempre se los puedo dar. Confío en él”,

redactó la leyenda del boxeo mexicano a través de su cuenta personal de Twitter.

Julio César Chávez Carrasco detalló

que la separación en el terreno profesional con su padre es como una medida que toma para encontrar la madurez como boxeador, pero además especificó que su relación en lo personal se mantenía intacta.

“[JC Chávez] nunca dejará de ser mi padre y nos tenemos cariño, pero es algo que sentimos nos hará bien para progresar en mi carrera, tenemos muchas ganas de madurar y crecer. Esto nos va a ayudar”, explicó el Junior en entrevista con este diario.

En ese mismo tenor, Chávez padre también reconoció ese alejamiento por las redes sociales.

“A mis seguidores [les digo que] mi hijo Jr. escucha mis consejos. [Sobre la separación] se refiere a yo no estar en los entrenamientos para no sentirse presionado. Todo esta bien, gracias”, agregó Chávez González.

El “Hijo de la Leyenda” alista su regreso a los encordados después de un año de ausencia, en una afrenta contra el estadounidense Brian Vera, pactada para el 7 de septiembre en el Staples Center de Los Ángeles.

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Michelle Obama menciona reforma de inmigración con optimismo

Mi marido no descansará hasta lograrla

“Michelle Obama estaba supuesta a enfocarse sólo en la obesidad infantil y juvenil entre los hispanos, pero no podía pasar por alto abordar la reforma migratoria integral y prometer que "mi esposo no se dará por vencido".

La Primera Dama dio el discurso final de la conferencia anual del Consejo Nacional de la Raza (NCLR, por sus siglas en inglés), que se celebró del 20 al 23 de julio en Nueva Orleans.

"No se den por vencidos, les prometo que mi marido no se dará por vencido hasta que un buen proyecto de ley llegue a su escritorio", insistió Michelle Obama ante una audiencia que respondió con ovación.

Reiteró durante su discurso que hay que seguir trabajando y presionando para que la Cámara de Representantes siga al Senado y se puede aprobar un proyecto de ley que encaminara a la reforma migratoria integral.

En el segundo período de mandato del Presidente Barack Obama la reforma migratoria integral es una de las principales prioridades en la Casa Blanca.



Además, la primera dama también está buscando llamar la atención al tema de los jóvenes y la violencia con armas de fuego.

Luego de reunirse con estudiantes de secundaria de un barrio de clase baja en Chicago, donde vivía antes de mudarse a la Casa Blanca, la señora Obama comenzó a dar un nuevo giro al estancado debate legislativo sobre el acceso a las armas.

Madre de una adolescente y de otra hija a punto de serlo, la primera dama dice que el país está obligado a ayudar a niños como éstos a crecer y convertirse

en adultos. Varios estudiantes actuales y otros egresados de la secundaria Harper de Chicago fueron muertos a balazos en el último año. Sus asesores dicen que la señora Obama no está haciendo de la violencia con armas de fuego un tema nuevo aparte, sino que lo está incluyendo en la labor que realiza para alentar a los jóvenes a enfocarse en obtener una educación.

Al ir más allá del par de asuntos relativamente poco controversiales que ha estado impulsando —reducir la obesidad infantil, tema del que habló ampliamente en el congreso de La Raza,

y alentar el respaldo del público para las familias con miembros en las fuerzas armadas_, la abogada educada en la Universidad de Harvard que según algunos se ha enfocado en temas que gozan de buena aceptación está mostrando una disposición a salir de los ámbitos que le resultan más cómodos.

Sin embargo, tendrá que avanzar con cautela. El público estadounidense tiende a preferir que las primeras damas le dejen al presidente los asuntos más difíciles de resolver.

Rosalynn Carter fue criticada por asistir a las reuniones del gabinete, y Hillary Rodham Clinton fue colocada en la picota por operar en secreto una fuerza especial para la reforma de la salud. Aproximadamente dos terceras partes del público ven con buenos ojos a la señora Obama, una cifra más elevada que la de su esposo, que tiene un índice de aprobación de alrededor del 53%, de acuerdo con encuestas recientes.

La señora Obama cayó en desgracia ante el público durante la campaña presidencial de 2008 por hacer comentarios que algunos consideraron antipatriotas. Pero una vez en la Casa Blanca, se declaró "madre en jefe" de sus dos hijas, plantó un huerto de vegetales, impulsó el combate a la obesidad infantil y el apoyo a las familias de militares y resucitó su imagen ante la opinión pública.

Australia ofrece también recompensas por las bandas de traficantes de inmigrantes



El Gobierno de Australia anunció que ofrece recompensas por información que lleve a desarticular los grupos que se dedican a introducir de contrabando inmigrantes ilegales en el país. "Esta gente trafica con miseria y muerte. Tenemos que cerrar ese mercado. Es por esto que hemos decidido ofrecer recompensas por sus capturas", dijo el ministro del Interior australiano, Jason Clare, según la versión del diario "The Australian".

Las autoridades pagarán hasta 200.000 dólares australianos (uno 140.000 euros) por cualquier información que conduzca a la detención de estos delincuentes.

El anuncio oficial surge dos días después de que el primer ministro del país, el laborista Kevin Rudd, anunciase que, "desde ahora, cualquier buscador de asilo que llegue a Australia por barco no

tendrá oportunidad de quedarse en territorio australiano como refugiado".

Rudd acababa de llegar a un acuerdo con su homólogo papuano, Peter O'Neill, para que los inmigrantes sin papeles interceptados en el mar fuesen enviados a centros de detención en Papúa Nueva Guinea, donde se evaluaría su petición de asilo.

En caso de aceptarse la solicitud de asilo, los nuevos refugiados serán reubicados en territorio papú, el resto será repatriado.

El Gobierno de Australia calcula que unas 15.610 personas o 220 barcos han intentado entrar de manera ilegal en el país por mar en lo que llevamos de año.

La isla australiana de Christmas (Navidad), por su proximidad a Indonesia, es uno de los puntos más usados por estas bandas de traficantes de inmigrantes.

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Success Academy Charter Schools

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When: August 2014

Where: Community School Districts 2, 8, 21, 22, 27 and 29

Grades: K and 1st grade for the 2014-2015 school year and serving K-8th grade at full scale

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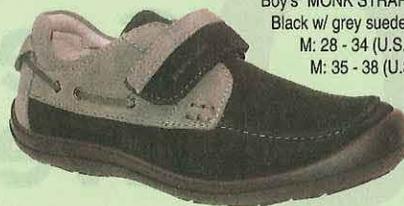
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• ИЗ ШТАТА В ШТАТ •

переход на 30-часовую рабочую неделю без сокращения заработной платы; легализация марихуаны и снятие уголовной ответственности за употребление наркотиков; бесплатное университетское образование для представителей всех слоёв общества.

Неудивительно, что на эти обещания покупаются даже не разбирающиеся в политике молодые люди.

Если говорить о самой влиятельной организации левого толка, то ею, бесспорно, является Южный центр правовой защиты нищеты (Southern Poverty Law Center – SPLC). Эта организация с бюджетом около \$30 миллионов и экстренным фондом в размере \$220 миллионов находится в отличных отношениях с правительством и демократической партией.

С одной стороны, SPLC никогда открыто не пропагандирует социалистические или коммунистические идеи. Может показаться, что вся её деятельность сводится к опросам общественного мнения на злободневные темы.

С другой стороны, SPLC записывает в группы ненависти (hate groups) всех, кому присущи антиправительственные настроения. Грубо говоря, политически активных американцев организация делит на две категории – экстремистов и демократов. Находиться где-то посередине практически невозможно.

Сегодня SPLC является одним из главных врагов республиканской партии. Организацию постоянно уличают в необъективности докладов и заигрывании с демократами. Однако популярность SPLC среди американцев всё равно гораздо больше, чем среди всех вышеперечисленных левых партий вместе взятых.

Напоследок стоит остановиться на движении Occupy Wall Street (OWS), которому симпатизируют все социалистические организации Америки. В последние месяцы оно начало оживать. В прессе даже появились слухи, что «оккупанты» скоро вернуться на «историческую родину» - в манхэттенский Зукотти-парк. Вот лишь некоторые акции сторонников OWS за июль.

Чикагский мэр Рам Эмануэль пережил один из худших дней в своей жизни, когда толпа социалистов-любителей «оккупировала» его дом. Членам OWS не понравилось, что градоначальник сокращает бюджетные расходы и ликвидирует рабочие места в госструктурах.

«За ошибки богачей расплачиваются бедняки, - кричали оккупанты. – Законопослушные чикагцы не должны быть пешками в руках одного процента миллионеров. Не мы создали экономический кри-

зис, и не нам за него расплачиваться!»

Как и подобает, оккупанты оставили после себя много мусора (нечистоплотность – одна из отличительных черт OWS). Полиция зафиксировала несколько нарушений общественного порядка и актов вандализма.

Спустя несколько дней американские оккупанты поддержали единомышленников из Туниса, где ещё недавно свистели пули и взрывались бомбы. Движение OWS разработало детальный план «постепенного превращения Туниса в идеальную страну». Данный документ получился «шедевром словоблудия». Чего только стоит фраза «Мы должны создать новую экономическую и социальную систему, которая устранил все недостатки капитализма».

В День независимости оккупанты представили декларацию, которая, по их мнению, должна заменить Конституцию США. Датированный началом прошлого века социалистический текст принадлежит уроженке Российской империи Эмме Голдман – анархистке, атеистке, феминистке и революционерке. Американские власти с этой женщиной долго не церемонились: после двух лет за решёткой (антигосударственная деятельность), Голдман была принудительно депортирована в Россию.

Кроме того, руководство OWS поддержало народные волнения в Турции, Болгарии, Бразилии, Греции, Египте и других странах.

«Мир оживает и всеобщая революция не за горами, - заявили оккупанты. – Мы сделаем всё возможное, чтобы избавить планету от полицейского зверства, пыток, нищеты, загрязнения экологии, коррупции и других проблем, порождаемых одним процентом самых богатых и влиятельных людей».

Следующей акцией OWS стала Voiccott the Palm в Денвере (Колорадо). Оккупантам очень не понравилось, что владельцы одного из ресторанов не позволяют им разбивать палаточный лагерь неподалёку от входа в бизнес. Запрет был расценён как грубое нарушение сразу нескольких поправок Конституции. Владельцы ресторана безуспешно пытались выгнать оккупантов с частной территории. Противостояние закончилось многочисленными арестами.

На прошлой неделе в нескольких городах Соединённых Штатов прошли акции против фракинг-бурения (гидравлический разрыв пласта). Оккупанты настаивают, что данный способ добычи газа и нефти провоцирует землетрясения. Следовательно, любое бездействие чревато глобальными разрушениями целых населённых пунктов.

Теперь в планах оккупантов – отстоять честь застреленного

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Трайвона Мартина. Как и другие социалистические группы, они готовятся к протестным акциям, целью которых является повторный судебный процесс над Джорджем Циммерманом.

По мнению OWS, существует три причины, превращающие Мартина в невинную жертву.

Первая – школьный рейтинг успеваемости застреленного – 3.7 GPA (между удовлетворительно и хорошо). Вторая – он отработал

600 часов волонтером. Третья – Мартин регулярно ходил в церковь. Комментарий, как говорится, излишни.

Напоследок стоит сказать, что около 14% населения Соединённых Штатов, по данным исследовательского агентства Gallup, в той или иной мере симпатизируют социалистическим движениям. А это означает, что организации левого толка ещё не скоро исчезнут с политической карты Америки.

Success Academy Charter Schools

подал заявку на открытие новых начальных публичных чартерных школ в Манхэттене, Бронксе, Квинсе и Бруклине.

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ОБРАТНАЯ СВЯЗЬ

Конгресс увеличит число виз для иностранных специалистов

Михаил Покровский

Уже скоро, возможно, квалифицированным специалистам из бывшего СССР станет гораздо легче попасть в США по т.н. "визовой лотерее", одному из наиболее популярных способов получения иностранцами гринкарты после нелегального перехода мексиканской границы с последующей амнистией. В рамках нового Закона об иммиграции Конгресс намерен увеличить квоту почти что втрое!

Виза H-1B, или виза для квалифицированных работников, разыгрывается в ходе лотереи, на которую каждый год правительство Соединенных Штатов выделяет 65,000 гринкарт. Этого катастрофически не хватает - к примеру, та же Канада, население которой примерно на порядок меньше, а число компаний, работающих в области высоких технологий - в несколько десятков раз меньше, принимает существенно больше иностранных специалистов. Американские интернет-гиганты

Google, Facebook и иже с ними уже давно лоббируют идею резкого увеличения числа доступных виз H-1B, но до сих пор правительство не желало увеличивать поток иммигрантов в США, даже иммигрантов крайне полезных для экономики...

Когда же стало ясно, что поток иммигрантов в любом случае увеличится, и после того, как президент Барак Обама объявил иммиграционную реформу мерой по увеличению числа квалифицированных работников в США, конгрессмены внесли предложение увеличить число разыгрываемых виз H-1B до 180,000 в год!

Еще один фактор, заставивший народных избранников пойти на увеличение квоты - значительная часть виз H-1B уходит в... Индию!

"Уверен, что многие американцы будут удивлены, когда узнают, что эти визы уходят не американским компаниям, а этим аутсорсинговым компаниям в Индии, подыскивающих инженеров и программистов, которые будут три года батрачить в США, отдавая большую часть своих денег посредникам,- заявил сенатор Дик Дёрбин (Dick Durbin). - Это совсем не то, чего мы хотели, создавая H-1B!"

Детройт как новая Греция

Экономист, лауреат Нобелевской премии Пол Кругман в очередной колонке для The New York Times призывает не паниковать из-за детройтского кризиса и проводит аналогию с мрачными (и впоследствии) прогнозами последствий греческого кризиса для мировой экономики.

"В действительности оказалось, что Греция - совсем отдельный случай, лишь в малой степени поучительный для экономической политики в более широком плане, да и то не факт. Тем не менее, на какой-то период политический дискурс на Западе оказался абсолютно "эллинизированным"... И этот неправильный мыслительный поворот сильно навредил перспективам восстановления экономики", - пишет Кругман.

Такую же ошибку, полагает эксперт, допускают некоторые комментаторы банкротства Детройта, которых он называет "сварливыми бабами". "Незгоды Детройта - первая ласточка национального пенсионного кризиса? Нет... Может, Детройт просто был уникален в своей безответственно-

сти? И снова нет. Действительно, в Детройте, похоже, на редкость плохое руководство, но в большей степени город просто пал невинной жертвой рыночных сил".

"Да вы что, разве у рыночных сил бывают жертвы? - вступает Кругман в воображаемый диалог с читателем. - Конечно да... Иногда от экономических перемен проигрывают частные лица, оказавшиеся не у дел со своими умениями; иногда - компании, обслуживающие рыночную нишу, которой больше не существует; а иногда это целые города, утратившие свое место в экономической экосистеме".

"Важно не дать увести дискуссию в неправильном направлении, как это случилось с Грецией. Есть влиятельные люди, которым хотелось бы, чтобы вы поверили в версию о том, что пике Детройта - это, по сути, история о фискальной безответственности и/или жадных муниципальных служащих. Это не так. В значительной мере это просто одна из тех вещей, которые время от времени случаются в непрерывно меняющейся экономике", - заключает экономист.

Инопресса



Горячая линия

Уважаемые читатели! Пожалуйста, помните, что ответы носят общеобразовательный характер и ни в коем случае не являются юридической консультацией.

Здравствуйтесь!

государственных бенефитов.

Обращаюсь к вам с простым вопросом: влияет ли пенсия из страны бывшего Советского Союза на сумму пособия SSI? Юлия

Уважаемая Юлия!

Любой дополнительный доход влияет на выплаты программы Supplemental Security Income (SSI). Согласно действующим законам, вы должны незамедлительно сообщить о зарубежной пенсии, денежном переводе или заработке в Администрацию социального страхования (Social Security Administration - SSA). Если вы этого не сделаете, а в результате проверки выявятся несоответствия, то вас могут обвинить в мошенничестве с незаконным присваиванием государственных средств. Наказание за данное преступление - от взыскательного штрафа и пожизненного аннулирования права на льготы до тюремного заключения.

Особо стоит отметить тот факт, что тщательнее всего инспекторы SSA проверяют людей, которые никогда не работали в Америке на налоговую форму W-2, однако стабильно получают ряд

Здравствуйтесь!

Прогуливаясь по Аннер-Ист-Сайд, впервые увидела Рузвельт-Айленд, расположенный между Манхэттеном и Бруклином. Скажите, пожалуйста, есть ли на острове жилые дома и реально ли туда переехать на постоянное место жительства? Людмила

Уважаемая Людмила!

Рузвельт-Айленд часто называют «шестым боро Большого Яблока». Расположение острова идеально для работающих людей. Он находится в пяти минутах езды от Манхэттена и Бруклина. Добраться до Рузвельт-Айленда можно четырьмя разными способами: на личном автомобиле, автобусе, метро и трамвайной дороге (вагонетки отправляются со второй авеню и 59-й улицы в Манхэттене). Рузвельт-Айленд - жилой остров. В настоящее время его население составляет около 14 тысяч человек. Стоимость аренды апартаментов на острове такая же высокая, что и в соседнем Манхэттене.

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ОБРАТНАЯ СВЯЗЬ

Приговор Мэннингу – грубый, но четкий сигнал для Ассанжа, Сноудена и их последователей

Военный судья Дениз Линд, признавшая рядового американской армии Брэдли Мэннинга виновным в нарушении закона “О борьбе со шпионской деятельностью”, но невиновным по более тяжким статьям, проявила юридическую дальновидность - это может стать прецедентом при рассмотрении не менее взрывоопасного дела об утечках из АНБ, пишет в Business Week Пол Барретт.

Судья, по сути, пошла на компромисс, избежав потенциального конфликта между полномочиями правительства по защите тайны и закрепленным в Первой поправке правом СМИ распространять информацию о влиятельных институтах и лицах”, считает автор.

Если бы Мэннинга признали виновным в “помощи врагу”, в будущем любого человека, раскрывающего секретную информацию или тайны, связанные с национальной безопасностью, а также любое СМИ, которое их обнародовало, можно было бы считать вовлеченными в заговор, говорится в статье. Однако судья Линд обозначила в своем вердикте “различие между человеком, раскрывающим секретную информацию, и непосредственным инструментом врагов государства”. В итоге Мэннинг понесет наказание, при этом “не укрепляя образ мученика в глазах своих сторонников”, полагает Барретт.

С Мэннинга сняли обвинение в пособничестве врагу, но пожизненное заключение ему грозит по-прежнему, сообщает The Independent. Такую цену военной аналитик должен заплатить за предание огласке секретных действий правительства США, пишет журналист Оуэн Джонс.

“Если властям не давать отпор, не высмеивать и не контролировать их на каждом шагу, они быстро отберут все завоеванные нами права. Власть предрасположена к тому: если посягающие на их авторитет не будут унижены или осуждены, они станут примером для остальных. Именно это и произошло в случае с Брэдли Мэннингом”, - говорится в статье.

Вердикт военного судьи - это моральная победа, считает автор, ведь суд подтвердил, что Мэннинг - обличитель, а не предатель. Мы не должны жалеть Мэннинга - мы должны восхищаться его мужеством и внимательно изучить, что

именно наши правительства делают вблизи наших границ и в далеких землях, даже не потрудившись проконсультироваться с нами. Всем нам надо внести свою лепту в борьбу за более справедливый мировой порядок - это будет и знак признательности Брэдли Мэннингу, заключает Оуэн Джонс.

На суде над рядовым Мэннингом отсутствовали два “сообщника, которым не предъявлены обвинения”, саркастически утверждает в статье для The New York Post Ральф Питерс, в прошлом офицер военной разведки США. “Это не Джулиан Ассанж и его “Вики-гномы”, а армия США и наш обычай во всем винить Америку”, - разъясняет автор.

Мэннинга признали негодным к военной службе через 6 недель “учебки”, но он был направлен в школу разведки и получил допуск к сверхсекретной информации. “Армия алчно жаждет “пушечного мяса”, даже если куски тухлые”, - возмущается автор. Раньше допуск аннулировали даже за мелкий проступок, а такие люди, как Мэннинг и Сноуден, изначально не получили бы допуска, говорится в статье. Но после терактов 11 сентября серьезные проверки прекратились - армии США отчаянно нужны люди.

Вторым “пособником” автор считает американскую культуру “отупления” и “поношения патриотизма”. Школьная программа истории - несерьезная: детям рассказывают о “коллективной виновности” американцев в рабстве, о бомбежках Хиросимы и Нагасаки, но не о павших героях, недоволен ветеран.

По сообщению The Washington Post, вынесение обвинительного приговора рядовому американской армии Брэдли Мэннингу по статье о шпионаже увеличивает вероятность того, что США станут преследовать основателя WikiLeaks Джулиана Ассанжа как его сообщника, утверждают адвокат Ассанжа и правозащитные организации.

“В случаях с организаторами гигантских утечек информации Брэдли Мэннингом и Эдвардом Сноуденом США дали понять грубо, но четко: если вздумаешь нарушить обязательство хранить секреты, пеняй на себя - мы тебя выследим и зададим по полной программе”, - пишет кolumnист The New York Times Билл Келлер

Инопресса



Горячая ЛИНИЯ

Уважаемые читатели! Пожалуйста, помните, что ответы носят общеобразовательный характер и ни в коем случае не являются юридической консультацией.

Здравствуйте, уважаемая редакция!

Наша семья переехала в штат Нью-Джерси из Бруклина в январе 2010 года. По стечению обстоятельств, в день нашего переезда на пост губернатора заступил Крис Кристи. Раньше мы с большим недоверием относились к республиканцам, но этот человек сделал для ньюджерсийцев очень много полезного. По сравнению с тем же Нью-Йорком в Нью-Джерси гораздо больше порядка (на перечисление всех преимуществ не хватит и всей газеты). Обращаемся к вам со следующим вопросом: кем до избрания губернатором работал Крис Кристи? Хотелось бы подробнее узнать о прошлом этого замечательного политика и человека.

Алла

Уважаемая Алла!

Кристи имеет прекрасное юридическое образование с финансовым и политическим уклоном. Перед тем, как стать губернатором, он занимал два высоких

поста, которые послужили трамплином во власть. С 1995 по 1998 годы он являлся одним из членов легислатуры (Board of Chosen Freeholders) Моррис-Каунти (всего в Нью-Джерси насчитывается 21 аналогичное ведомство), где проявил себя как блестящий организатор и народный защитник.

В период с 2002 по 2008 годы Кристи занимал должность федерального прокурора по округу Нью-Джерси (United States Attorney for the District of New Jersey). Эту работу можно сравнить с работой штатного генерального прокурора, однако она требует больше взаимодействия с Конгрессом и президентской администрацией.

Кстати, если вы хотите ближе ознакомиться с работой Криса Кристи, то вы можете лично посетить его губернаторскую резиденцию Drumthwacket в городе Принстон. Это одна из четырех резиденций пятидесяти штатных глав, которые не расположены в столицах. 45-минутные экскурсии проводятся по средам (доступ закрыт в августе, а также 4, 8, 11 и 15 декабря). Подробная информация об экскурсиях доступна на ресурсе www.drumthwacket.org

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Caribbean seeks finance for renewable energy

By Jewel Fraser

PORT OF SPAIN, Trinidad, July, 8 2013 (IPS) - When James Husbands, a 24-year-old Barbadian businessman, began weighing the possibility of manufacturing solar water heaters, there was already a prototype on the island that had been designed and installed by an Anglican priest living there in the early 1970s.

A market study on the viability of producing solar water heaters had been done by a local NGO. This study, coupled with the Barbados government's imposition of import duties on the solar water heaters sold by an Australian company to the island, convinced James that the time was right to enter the field.

Husbands, now managing director of Solar Dynamics, told the IPS that government support in the late 1970s was crucial to the success of his venture in the early days. Barbados currently has the fifth highest penetration worldwide of solar water heaters per thousand households.

Arnaldo Vieira de Carvalho, a specialist in the Energy Division of the Infrastructure and Environment Sector of the Inter-American Development Bank, told IPS that Latin America and the Caribbean use renewable energy (RE) in much greater proportion than any other region, although much of that is hydropower and biofuels. The use of wind and solar remain quite small.



Children in Georgetown, Guyana learn about solar energy during an exhibition. Photo courtesy of CREPD

IDB and its partners have sponsored a competition since 2009 for RE and Energy Efficiency projects in the Caribbean, the winners of which receive up to 100,000 dollars in financing and technical support. Eight winners were selected last year. The competition, IDEAS, has among its criteria that winners' projects should benefit the poor, gender equity, and indigenous communities.

An added incentive to accelerate the slow pace of RE development, even though the region is not a major source of fossil fuel emissions, is the spate of devastating natural disasters over the past decade.

Ulric Trotz, deputy director and science adviser of the Caribbean Community Climate Change Centre (CCCCC), told IPS in an e-mail, "Extreme weather events (often associated with climate change) have caused significant damage to the region. For exam-

ple, Hurricane Ivan in Grenada wiped out approximately 200 percent of her GDP in 2004. Similarly, a one in 100-year flood in Guyana in 2005 wiped out more than 60 percent of that country's GDP in that year, moving it from a positive growth position to a negative real growth."

Consequently, Caribbean governments have begun taking a more proactive approach to promoting the development of renewable energy, establishing an Energy Unit at the CARICOM regional headquarters which works in conjunction with the CCCCC.

Trotz said promoting renewable energy is important, because "by diverting costs away from the importation of fossil fuels, [Caribbean] countries will have additional resources from the savings to put towards building resilience to the impacts of Climate Change and Climate Vulnerability.

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Haitian women's participation in national life, especially in politics, is essential to strengthen democracy and the rule of law. Valeria Vilardo/IPS

Haitian women still wait for a seat at the table

By Valeria Vilardo

PORT-AU-PRINCE, July 18, 2013 (IPS) - More than two years ago, Haiti's parliament approved a landmark amendment to the country's 1987 constitution to ensure that women fill at least 30 percent of elected and appointed positions at the national level.

But despite some advancements – for example, out of 23 ministries in the current Martelly-Lamothe administration (2011-2016), 10 are headed by women – implementation of the law has stalled.

“Women in political and decision-makers’ positions are sensitive to defending other women from all forms of violence, especially sexual violence.” -- Wany Berenite of OFAC

“With the support of women’s organisations, tra-

ditionally active since 1986, women in political positions have the potential to transform the entire society, which is mostly supported on their work,” Marina Gourgue, state secretary for professional education, told IPS.

“Women in political power and in decision-making positions have the highest capacities to influence the political, legislative and economic agenda... to advance their rights,” she said.

“[But] it is necessary to have an implementation law that indicates in detail how to go forward for the concrete realisation of Constitutional Article 17-1, or to include this disposition in the new electoral law,” Gourgue said.

Haitian women constitute slightly more than half

of the population, and their contribution to the social, political and economic life of the impoverished country is also greater by virtue of their dual roles at home and in the workplace.

Overall, women’s representation in legislatures around the world is 20 percent, far from gender parity.

In 2010, according to the Inter-Parliamentary Union (IPU), Haiti ranked as one of the bottom countries in terms of women’s participation in politics and decision-making processes.

Things improved somewhat with the 2011 elections, which followed the devastating earthquake the previous year. Today, the lower house of the Haitian Parliament has five women deputies out of a total of 99.

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FEATURED LOCAL NEWS



JUL 30TH, 2013

Brooklyn's East New York Celebrates a Year Without Shootings

BROOKLYN, NY — On a Sunday evening, 363 balloons released into the sky illuminated East New



JUL 15TH, 2013

'Justice for Trayvon Martin' — Thousands Protested Zimmerman Verdict in NYC

PHOTO ESSAY | Justice for Trayvon Martin Rally By



JUL 9TH, 2013

Why Do Bilingual Students Have Lowest Graduation Rate in NYC?

NEW YORK, NY — This week, New York City public schools open their halls for summer

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BROOKLYN'S EAST NEW YORK CELEBRATES A YEAR WITHOUT SHOOTINGS

VOICES OF NY · JUL 30TH, 2013 · 1 COMMENT

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BROOKLYN, NY — On a Sunday evening, 363 balloons released into the sky illuminated East New York's Van Siclen Avenue and Linden Boulevard in colors of green, orange and white, as the crowd celebrated 363 days without any shootings or killings in the "notorious part of town," as Nayaba Arinde describes it in an article for the [Amsterdam News](#) on the celebration.

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The Bloomberg Report Card

The outgoing mayor gets graded on his efforts

By Tom Allon

Ok, class. It's near the end of 12 years of school (in this case, City Hall High), and now it's time you finally graduate and receive your final grades.

The Bloomberg era in New York is about to sunset in less than six months and a Report Card on different subjects will help define what worked, what worked less well and what we want our next mayor to continue and build upon.

It is indisputable that Mike Bloomberg and his administration have changed New York in many ways - largely for the good - and his will be a very tough act to follow.

It is very hard to imagine that any of his potential successors will wield as much power and influence on such wide-ranging policies as curbing obesity to gun control in quite the grandiose way he has.

We're going to give Bloomberg his grades now, however, knowing full well that this hard-working mayor and his team at City Hall will not slow down for a victory lap in the next six months and still has time to come up with even more game-changing ideas.

PUBLIC SAFETY - A+ When Rudy Giuliani left office in 2001, could anyone have imagined that his successor would continue to bring down crime so precipitously that New York is now the safest city in America?

While metropolises like Philly and Chicago and L.A. backslid during the last decade, Mike

Bloomberg and Ray Kelly kept New Yorkers safe from crime and terrorism. They deserve more than the highest grade: they deserve our eternal gratitude.

Yes, police "quotas" on "Stop and Frisk" probably got out of hand in 2011 and 2012, but it's very hard to find fault with a mayor who has reduced the murder rate to less than one a day in 2013 (it was more than six a day in the early 1990s).

We will sorely miss the Mayor's backbone in fighting crime and guns.

PUBLIC EDUCATION - B Even Mike Bloomberg, not generally a self critic, admitted that "we didn't move the needle enough" in education in an interview with *The Atlantic* magazine earlier this year.

He did some very bold things: he won mayoral control of education, created hundreds of small high schools by breaking up big ones, expanded charter schools dramatically and won a hard-earned and bloody fight over teacher evaluations.

But there was little progress on teacher training and recruitment of the "best and brightest" to our teacher corps. Testing became too heavily emphasized at the expense of true learning. Job readiness and vocational education, while expanding, has not been accelerated enough to help the 40 percent of high school dropouts who need job skills training.

PUBLIC HEALTH - A+ This may be Mayor Bloomberg's best subject. He has been visionary with his smoking ban, which now even the originally opposed restaurant owners hail as a good move. Calorie counts on menus, expanding park space around the

city, and even his seeming overreach on limiting big gulp sugary drinks will insure our citizens will be healthier and live longer and with a better quality of life. A revolutionary paradigm shift from a man criticized by some as "Nanny Bloomberg."

CITY BUDGET - C Yes, the mayor was able to balance the city budget each year without major cuts, but property taxes have spiked, pensions have ballooned and we likely have a structural problem with a \$70 billion annual budget, which has skyrocketed from \$42 billion in 2002 when Bloomberg took over.

Property taxes were mishandled and need to be re-calculated so they are charged more equitably. This is one of the hidden stories which will plague the next administration.

TRANSPORTATION - B The only two really big ideas here were the recent Bike Share program and the hard-fought expansion of cabs to other boroughs. No significant capital improvements (although this is more MTA responsibility than mayoral) and the city needs to rapidly expand Bus Rapid Transit and try monorail or light rail to get eight million people around more efficiently.

ECONOMIC DEVELOPMENT - B+ The mayor and his first-term deputy, Dan Doctorof, did some very bold and creative things to unlock waterfront development and rezone parts of the city that are now thriving. He had a steady hand through the recession and New York suffered less than the rest of the country. But, inequality and poverty and homelessness increased during the past decade, so the mayor's good works were



Tom Allon

certainly not felt by all and the next mayor has to figure out how to lift the bottom quartile of New Yorkers, while incentivizing the job creators and entrepreneurs who keep this city great.

All in all, a very impressive report card. Many say public safety is a mayor's prime job, and here, despite the politicized naysayers, the mayor is at the top of his class.

This is a good enough report card to earn the Mayor a gold star. But will his successor be as good a student as the Johns Hopkins and Harvard graduate who has left his stamp on New York?

Class begins in January. This year's crop of wannabe mayors should study what Bloomberg did right (as well as his predecessors, Giuliani, Dinkins and Koch) and then work hard to get to the head of the class.

Demerits go to those who think personal drama or identity politics trump good public policy for all.

Tom Allon, the president of City and State media, was the Liberal Party-backed candidate for mayor. Questions or comments? Email tallon@cityandstateny.com

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Why Spitzer vs. Stringer Matters

The winner of the comptroller race could shape city's future

By Tom Allon

Most New Yorkers don't know what the city comptroller does, much less how to spell its archaic title.

But New York City's chief financial officer, or the comptroller, is arguably the second most important elected office in city government, and it will likely become even more important and powerful in 2014.

Elected leaders often derive their power from whatever defined duties they are supposed to have, but occasionally the ambitious and crafty politician figures out how to make their office even more powerful.

We've seen a number of instances of this in the past decade, most notably Mayor Mike Bloomberg, who used his executive powers to reshape the city's zoning, parkland, policing, transportation, public health policies and education system in a way that is unlikely to be duplicated by his successor.

And the two very different men running for Comptroller, Eliot Spitzer and Scott Stringer, have a history of reimagining previously toothless jobs and making them more potent.

Spitzer's tenure as Attorney General from 2002 to 2006 was a groundbreaking one, where he became the "Sheriff of Wall Street" and uncovered arcane laws like the Martin Act to broaden his powers to crack down on perceived corruption in the financial sector.

Like a crusading U.S. Attorney from two decades earlier named Rudolph Giuliani, Spitzer's ambitious -- and some would say, at times, overreaching -- stint as the State's top

law enforcement official earned him many enemies on Wall Street, some grudging respect from political insiders and enough name recognition and political capital to vault to the Governor's mansion.

Although it all came crashing down two years later in a prostitution scandal that was jaw-dropping in its shock value and tawdriness, few will question Elliot Spitzer's intellect, drive and ambition to be a game-changing public servant.

It's his hubris, which even he admits to, that gets in his way, and it remains to be seen whether five years in the political wilderness (and two ill-fated TV stints) will humble him enough in his audacious comeback bid.

What's fascinating about Spitzer is that he comes from enormous wealth and the hallowed precincts of Princeton and Harvard Law School, yet he is a ruthless class warrior, who seems to relish going after men who must be a lot like his extremely driven and successful father, Bernard Spitzer.

Just ask Hank Greenberg (former head of AIG) and Ken Langone (former owner of Home Depot) and you'll hear two men who are bent on keeping Spitzer out of the political arena forever.

Scott Stringer, in many ways, is Elliot Spitzer's polar political opposite. If Stringer were a children's fable character, he'd be the tortoise in the famous "tortoise and the hare" parable. Slow and steady, he has shrewdly climbed the political ladder and has mostly exceeded expectations.

In the State Assembly, while a loyal team player on Shelly Silver's tight Democratic conference, he took a chance and, along with the Brennan Center, pushed for reform that shook up Albany's ossified legislature a bit.

As Manhattan Borough President the last eight years, he's reinvented that office to be a conciliator and triangulator on land-use issues and food justice policies as well as other progressive causes. If Woody Allen is right that 90 percent of life is just showing up, the ubiquitous and tireless Manhattan BP, Stringer, earns strong reviews for

his work.

But Stringer, unlike Spitzer, was born on the "other side of the tracks" -- Washington Heights (to Spitzer's silver spoon Fifth Avenue upbringing). Stringer went to rough and tumble JFK Public High School and John Jay College, and has learned the political game from his mentor, Congressman Jerrold Nadler.

It will be very enlightening -- we hope -- to hear Stringer and Spitzer debate their visions and qualifications for this important financial watchdog job.

The next mayor will inherit a fraught financial situation -- the city's annual budget has ballooned to 70 billion dollars, property taxes have skyrocketed the past decade, all city union contracts expired years ago and there is the looming prospect of retroactive pay.

Having a strong Comptroller, who will balance the interests of taxpayers and city workers, will be incredibly important as we lurch into a likely budget battle in 2014. The next mayor will need a strong chief financial officer, who can maximize our pension returns (anything will be better than current Comptroller John Liu's lousy 1.8 percent returns in an up market), who can make sure the city's many outsourced contracts don't devolve into another Citytime debacle (\$800 million of wated taxpayer money) and who will help make sure the city budget stops spiraling upward and drives up property taxes (the only tax the mayor essentially controls).

So, forget about who's more moral or who's a better husband in the Comptroller's race; voters should listen to the ideas and budgetary and fiscal visions of the candidates. We're electing a financial watchdog in the Comptroller's race -- not seeing who's a bigger saint. Because in politics, as in life, we all have private failings.

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Tom Allon

been an adjustment moving to Montana. He said, "Sometimes I miss home, being in the wide, openness of this place. Then again, it's also relaxing to just be able to focus on baseball without other distractions."

In minor league professional baseball, the game schedule is jam packed and between the end of June and beginning of September, Becker is on the field nearly every day. It's something that Becker never imagined for himself while playing as part of the Greenwich Village Little League during grade school. It even took time for Becker's father, who coached some of his Little League teams, to recognize the extent of his son's talent.

Becker joked, "I always wanted to be a pitcher, but I didn't get to do it until I was 12 years old. My dad just didn't think I was good enough." Only a few years later, he went on to pitch a perfect game as part of his high school baseball team.

Manhattan is not known as a fecund training ground for professional baseball



Becker's team photo from his Little League Days.

players. Unlike the top notch Little League organizations and training clinics found in California, Texas, and Florida, the leagues in New York City are much more casual. To hone his skills, Becker not only played as part of the



Becker with his parents at the Mustangs field in Montana.



Becker signs the contract to play for the Cincinnati Reds.

to games each weekend in Connecticut, Westchester, and Long Island.

While his parents passionately supported his interest in baseball, Becker readily admitted you don't get a lot of recognition for playing baseball in New York City the way you do in other parts of the country. In high school, the 6'6" left-handed pitcher was also a star player on the basketball team and his classmates knew him for his skills on the court. Becker said, "When people heard that I was playing sports in college, they were pretty sure it was basketball, not baseball."

Because there are less opportunities for baseball players to hone their skills in New York City, Becker also anticipated that he would be up against a steep learning curve when he finally moved onto college baseball. However, it wasn't a lack of skill that nearly derailed his baseball career, but a serious elbow injury he sustained at the beginning of his freshman year that required surgery.

Becker explained, "It took me two and a half years to get back to the level I was at. There was a time when I thought I might not be able to play professional baseball."

During his junior year, Becker began to explore alternatives beyond sports. As an economics major, he started to research careers in the realm of finance and nearly took an internship in investment banking. Still, he instinctively knew he should stick with baseball and at the end of his junior year was recruited to play professionally.

"It was up to whether I could persevere in chasing the dream, or not. Fortunately I decided to keep chasing the dream," he said.

Becker played last summer with the Billings Mustangs and then returned to Yale in the fall for a semester. He has one semester of school to finish and will look to complete his degree during his off season. In the meantime, he plans to wrap up the current season with the Billings Mustangs and then join an instructional league for a month in September.

Governors Island Explores World War II

Students learn how to research and depict the story of the last 'good' war

By Katya Johns

Governors Island has only been re-opened to the public for the past 10 years, but the floating arboretum in the middle of New York Harbor played a seminal role in protecting the everyday lives of New Yorkers back in the 1940s. Thanks to an exhibition created by the student historians of the New York Historical Society, visitors to Governors Island can journey back to a time when the verdant parkland was the military base standing between the Germans and the Atlantic seaboard.

Given the limitations of space in the exhibit, one landmark important to the war effort had to be left out and would have probably evaded notice completely if the museum's education division had not passed on the job to its student historians, an accomplished group of high school students from all five boroughs "with a passion for making history matter," said Chelsea Frosini, managing director of the award-winning program. Working for more than six months, the students were able to piece together Governors Island's past reputation as the Brooklyn Navy Yard, one of America's foremost suppliers of ships, planes, equipment and soldiers to the Allied cause.

"These kids came in and made their own WWII story. Some of the questions they were asking were ones I hadn't even considered. It was very refreshing for me," says Mike Thornton, a curatorial associate at New York Historical Society, who spent four to five

hours one afternoon teaching students about the basics of curatorship.

Jonathan Brown, a student historian since 2011 from Frederick Douglass Academy on West 140th Street, picked up quite a lot of US history from his internship but admits, "I never knew Governors Island was part of the WWII effort before, nor did [the other 12] people in my group, but that's what motivated us to look into it"

The WWII & NYC (Part Two): Photographs and Propaganda is comprised exclusively of old black-and-white images from the era that have been blown up and hung, not in a museum, but in a pre-war mansion on Governors Island that was once used to house military soldiers.

The relocation was not without its bumps and hurdles. The Trust for the Governors Island was very specific as to which building they could use, although the house they gave them "was not a safe space but more a military ruin," recalls Mike Thornton. "My gut reaction was 'Why would you dare put people in there, let alone an installation.'"

Upon visiting House #18 now, you'll recognize the same mustard color exterior and rusty door, but the inside has been completely transformed into a wall-to-wall gallery. "It was very hands-on and very demanding work," recalls Chelsea Frosini, "but our teams of teens and staff all stepped up to the challenge and produced something unprecedented and very exciting!"

The museum was also unprecedented in its visitor count. On opening weekend alone, 792 people on Saturday and 832 people on Sunday dropped by to marvel at the sundry photographs, maps, propaganda posters, and advertisements that illustrate New York's physical and moral transformation by the War.

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C.B. 3 has \$1 million to give environmental projects

BY REY MASHAYEKHI

About \$1 million is left in a fund controlled by Community Board 3 earmarked specifically for environmentally beneficial projects within the board district.

C.B. 3's Con Edison Task Force met last month to discuss the progress on East Village and Lower East Side environmental projects that are provided funding by the Con Edison Settlement Fund, and review potential future applicants for funding.

Con Ed established the settlement fund in 2002, in an effort to offset the environmental cost — and, specifically, the impact on air quality — of increasing generation capacity at its E. 14th St. generation facility. Con Ed contributed \$3.75 million to create the fund, which is allocated to various community-based environmental projects by the C.B. 3 task force.

At its June 19 meeting, the task force received updates on initiatives by the Cooper

Square Committee, the Lower East Side Ecology Center and the New York City Tree Trust. The group also vetted a preliminary inquiry for funds by La Plaza Cultural, at the southwest corner of E. Ninth St. and Avenue C. William LoSasso, La Plaza's executive director, sought the task force's help in restoring the community green space after it sustained extensive damage during Hurricane Sandy in October.

Susan Stetzer, the C.B. 3 district manager, told The Villager that about \$1 million remains in the fund to allocate to projects that would environmentally benefit the district, which comprises much of the Lower East Side and the East Village. The task force has allocated hundreds of thousands of dollars to initiatives currently underway. The Lower East Side Ecology Center, for example, has received roughly \$102,000 for its EcoBizNYC and Street Tree Stewardship projects. The New York City Tree Trust's Accelerated Greening Program has received \$150,000 from the fund. Both initiatives are designed to bolster the community's environmental health — the L.E.S. Ecology Center's programs through reducing commercial energy needs and limiting air pollution and waste, and the NYC Tree Trust through the widespread planting and revitalization of trees within a half-mile radius of the Con Ed generation facility.

One program to receive funding from the settlement fund that has yet to fully get underway is the Ryan-NENA Community

Health Center's Asthma Care Team. According to Carol Kostik, the task force's chairperson, the East Village health center received around \$225,000 from the fund, which it planned to dedicate to asthma screening and treatment in the community. At the task force's June 19 meeting, however, Ryan-NENA Executive Director Kathy Gruber described how the program had yet to be implemented and expressed the health center's hope of "catching up for the lost months" since it received the funding.

La Plaza's LoSasso, meanwhile, brought a letter of inquiry to the task force that described the damage sustained by the popular community space during Superstorm Sandy last October. Not only did the garden suffer significant loss of trees and other plant life, but soil testing detected high levels of heavy metals in the ground, which now prevents the garden's members from growing produce. LoSasso said he hoped to return with a proposal to receive funding from the task force for a replanting and soil remediation program. He described La Plaza as an "asset worth keeping" in the community, "not only culturally but environmentally."

However, Kostik, the task force chairperson, while saying she would be open to a proposal by the community garden, emphasized the "slippery slope" that would emerge from assisting La Plaza Cultural when numerous other gardens in the neighborhood also sustained damage from the hurricane.



Photo by Lincoln Anderson

A huge swath of the former St. Vincent's Hospital has been demolished and will be redeveloped with new infill construction.

Former hospital has been carved up, will become Greenwich Lane condos

Continued from page 1

to go for bigger apartments — which reflects the current market."

State Senator Brad Hoylman was chairperson of Community Board 2 when the board reviewed the Rudin project application for the former hospital site.

Asked his thoughts on the number of apartments having plunged to 200, he told The Villager, "It means that there will be fewer, wealthier people who will be paying for larger apartments. Fewer people will mean possibly less impact on schools and infrastructure — but it's basically a wash. Maybe it will mean fewer cars, less pressure on infrastructure."

However, he said, it's hard to gauge right now exactly what the impact of fewer apartments will be. There will be 10 separate addresses. The buildings will all be connected by a "lush, private, central garden."

The complex's name refers to what Greenwich Ave. — one of Manhattan's oldest streets — was known as until 1843.

According to a press release, "each building in The Greenwich Lane will have its own unique identity and address, as well as slightly different finishes, reflective of the individual character of the particular building and setting."

Thomas O'Brien of Aero Studios, named by Architectural Digest as one of the top 100 designers in the world, is designing the interiors, creating each property's unique style and feel.

The project's architects, FXFowle, are targeting a LEED (Leadership in Energy and Environmental Design) certification.

Corcoran Sunshine Marketing Group will launch sales at The Greenwich Lane this fall. Inquiries can be made through the pre-launch Web site at www.thegreenwichlane.com. It's expected that people will begin moving into the buildings toward the end of 2015. Pricing of the units hasn't been finalized yet. However, the spokesperson said, "It will be comparable to other recent new luxury projects Downtown, such as 150 Charles St. [the Witkoff project at the former Whitehall storage site] and 56 Leonard St."

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SUCCESS ACADEMY
CHARTER SCHOOLS

'Hoodie holy days' show solidarity with slain teen

BY HEATHER DUBIN

Middle Collegiate Church in the East Village will join other congregations this weekend in a national protest action inspired by the acquittal of George Zimmerman in the death of Trayvon Martin.

"We are going to wear hoodies this Sunday," said Reverend Jacqui Lewis, the church's senior minister. "We're joining faith-based communities around the country — it's hoodie holy days."

The protest effort is led by PICO, a national network of faith-based community organizations that work on social issues; Sojourners, a national Christian organization for social justice; Jim Wallis, president and founder of Sojourners, and author; and other faith leaders.

"I was on the phone with rabbis and nonprofit leaders from all across the country," Lewis said. "We are all trying participate in this movement for justice."

The service begins at 11:15 a.m. at Middle Collegiate, which is on Second Ave. at Seventh St., and will be streamed live for those who might not score one of the 300 seats in the church.

"My wonderful colleague Associate Minister Chad Tanaka Pack will preach a great sermon," said Lewis. Afterward,

people will have an opportunity to use art and learn how to talk about justice.

"We're going to keep this conversation going, have people talk about their feelings, and think about next steps," she added.

Lewis spoke about the National Association for the Advancement of Colored People's petition to urge the Justice Department to investigate the Martin case as a civil rights issue.

"We're gathering signatures for that, and we're making a push for people to make it to the 50th anniversary of the March on Washington, Aug. 28," she said. "We're trying to coalesce around voters' rights, the school-to-prison pipeline, and economic justice — all issues that we faith-filled voice in the public square."

Lewis closes Sunday prayer with a line borrowed from Sweet Honey in the Rock, the female a cappella ensemble: "We who believe in justice cannot rest until it comes."

"It's too hot to have on a hoodie every Sunday," she said. "But we are in our hearts grieving with Trayvon's parents, and in our hearts, not wanting gay people, or women with their heads covered, to be targeted. No one should be targeted for who they are."



Photo by Tequila Minsky

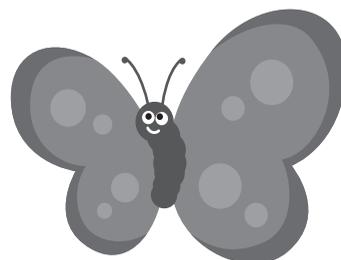
A young girl in Union Square on Sunday watched the protests against the Florida court's acquittals of George Zimmerman.

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SUCCESS ACADEMY
CHARTER SCHOOLS



LIONS AND SUPPORTERS — AND REBNY?

With fighting lion dancers and about 175 of her supporters in attendance, **Jenifer Rajkumar** officially opened her new campaign office in the heart of Chinatown on Sunday.

The location, at 18 Pell St., between Mott St. and Bowery, was formerly the beloved Sun Wah Barbershop. It's wedged right between the Foot Heaven foot-rub store, on the right, and a hair salon on the left. Nearby just down the street is famed dumpling mecca Joe's Shanghai, and Confucius Plaza — a key voting bloc — is right across the Bowery.

Rajkumar held up a head of lettuce on a pole for the two lion dancers to fight for. "It's good luck when you feed them," she told us. "It was tremendous." Then she led everyone into the space to continue the celebration with speeches.



Jenifer Rajkumar, center, with supporters and lions, at the opening of her new Pell St. campaign office on Sunday.

Local supporters gave her honorary potted plants and flowers, including **Danny Cheung** and **Stephen Low**. Jing Fong restaurant workers gave her a wall hanging "blessing" with a flowered border.

Also at the kickoff event were **Georgette Fleischer**, founder of Friends of Petrosino Square; **Harold Donahue**, former president of the Independence Plaza North Tenants Association; and **Jeanne Wilcke**, president of Downtown Independent Democrats Club. **Paul Lee**, a well-known former local small businessman, was emcee. **Steve Wong**, a

former top operative for Councilmember **Margaret Chin's** 2009 campaign who now runs the Chinese Hotel Trades Association, was also at the shindig.

"This is going to be our command center," Rajkumar told us. "It's centrally located. It's a short walk from here to the Lower East Side." **Sean Sweeney**, former president of D.I.D., who couldn't make the campaign office confab, said, "I think it's a brilliant strategy — to go right into the belly of the beast." He added, "I remember that barber shop — it was like \$6 a haircut." Sweeney

felt it might have been better, though, if the office was on Mott St., which has heavier foot traffic.

However, a Chin campaign spokesperson downplayed Rajkumar's Pell St. location as a ploy that won't work. "It's too little, too late," said **Austin Finan**. "Rajkumar hasn't lifted a finger for the Chinatown community, and certainly her accomplishments can't hold a candle to those of Margaret Chin. She chooses to establish a presence in Chinatown when it's politically convenient for her. ... At the end of the day, Chinatown is going to pull the lever for the candidate who has been there for them through thick and thin."

Although Sweeney is excited about Rajkumar's new campaign office, he's more worked up about the fact that the Real Estate Board of New York has endorsed Chin for re-election. Crain's recently reported that a new group, Jobs for New York — including REBNY, building trade unions and others — which plans to spend \$10 million on local races, is backing Chin, another Council incumbent and six challengers.

Per Crain's: "The group hopes to elect a bloc of councilmembers that would make it more difficult for the Council to override vetoes by a business-friendly mayor and to serve as a counterweight to candidates aligned with the pro-labor Working Families Party." Even so, Chin and five other of the group's initial eight favored candidates have been endorsed by W.F.P.

So, does Rajkumar have a chance of win-

Continued on page 23

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P.S. 150 move to Chelsea still 'on the table'

BY KAITLYN MEADE

Amid the panic and protests over moving Tribeca's P.S. 150 elementary school to a new building in Chelsea next year, the city Department of Education appeared to be backing away from the proposal, but three months later, parents are discouraged that the plan is still, technically at least, on the books.

"We're not as optimistic as we have been," Wendy Chapman, a P.S. 150 parent and head of the school's P.T.A., said at Community Board 1's Youth and Education Committee meeting July 9.

Chapman subsequently said she felt the D.O.E. was playing "coy" with parents by not responding, despite widespread pressure to keep the school Downtown.

She said that the superintendent of District 2, Mariano Guzman, told her and several other parents at a June meeting with the Community Education Council that the plan to move P.S. 150 to Chelsea is still an option.

"What Guzman said, despite what the local politicians have said, is that Chelsea is still on the table," Chapman said in a phone interview. She said the private comment left families wondering what will happen to their school in the next two years.

The initial outcry came in late April when parents were notified of the plan to shift the school in the fall of 2014, ending its one-class-per-grade-model at 534 Greenwich St. — which the D.O.E. deemed inefficient — and growing

the school out in the Foundling Hospital site as a Chelsea and Village-zoned school.

While P.S. 150 is a "choice school," it gives enrollment preference to Lower Manhattan students. The school also has a strong connection to Tribeca, with the entire school singing onstage during the Tribeca Film Festival and partnering with P.S. 234 and local restaurants for "Taste of Tribeca" to raise money for arts programs.

At this year's "Taste" in May, P.S. 150 students wore hand-painted T-shirts and held up signs in protest.

'We're not as optimistic as we have been.'

The D.O.E. postponed its decision on the move until September, when it is set to issue an "educational impact" statement that would move the plan forward.

Chapman has said that 80 percent of parents do not want to send their kids to Chelsea, and some kindergarten parents, most of whom live in Lower Manhattan, have already dropped their places at the "choice school" in favor of zoned schools

near where they live.

"This fall, if the D.O.E. issues the educational impact statement for us to go to Chelsea, I'm sure the immediate response is that more families will push back into their zoned schools," said Chapman.

One recent D.O.E. move that is seen as positive by the Downtown advocates — finding space in Tribeca's P.S. 234 for its waitlisted students — also has the effect of making it easier for the city to move P.S. 150 out of the neighborhood. P.S. 150 was going to take a kindergarten class of waitlisted students and had that happened, it would have been more problematic to move the school since it could have forced families who enrolled in their zoned neighborhood school into a "choice" school miles away.

"Clearly, [Guzman] is in a bit of a bind," Paul Hovitz, co-chairperson of C.B. 1's Youth and Ed Committee, told Downtown Express. "They want to grow that Foundling School all grades at once and the only way to do that is to pull one class per grade into the school. And since they don't want P.S. 150 to function as it does now [one class per grade], it works well with their plan, on paper at least. They have this, 'build it and they will come' mentality, but it doesn't work in this case."

But Hovitz said that there is "every reason for 150 parents to hope that their kids are going to continue going to school Downtown."

The D.O.E. has acknowledged a need for 1,000 school seats in Lower Manhattan, and is expected to include an allotment in the city's capital budget to build a new, large elementary below Canal St. The hope is that P.S. 150 would stay in its current location for the next few years as a temporary space for this new school rather than using its one-class-per-grade to populate classrooms in the Foundling School.

But until the capital budget is approved in November, the D.O.E. will probably not change its official stance, said Hovitz.

"Officially, the D.O.E. and the [School Construction Authority] can't do anything until funding occurs," said parent Buxton Midyette. "That's why it is so important that P.S. 150 be considered part of the overcrowding."

A recent letter signed by U.S. Rep. Jerrold Nadler, Borough President Scott Stringer, Assemblymember Deborah Glick, State Sen. Daniel Squadron and Councilmember Margaret Chin urged Chancellor Walcott to officially postpone the discussions on moving P.S. 150 until the D.O.E. clarifies its plans to address local elementary school needs.

Walcott's spokesperson, Devon Puglia, wrote in an email "We're continuing to listen to feedback and ensuring a transparent process, and that's going to continue as we consider the resting."

Success Academy Charter Schools
is applying to open a new elementary public
charter school in CSD 2.

When: August 2014

Where: Community School District (CSD) 2

Grades: K and 1st grade for the 2014-2015 school year and serving K-8th grade at full scale

Success Academy has a proven record of excellence, with our scholars consistently scoring in the top 5% of all 3,500 public schools in New York State for reading, science and math.

To learn more about Success Academy's proposed new schools, please visit: SuccessAcademies.org/NewSchools

We encourage your input:
NewSchoolsD2@SuccessAcademies.org





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Thursday, September 05, 2013

Success charter school proposed for Bergtraum building

August 14, 2013 | Filed under: News | Posted by: Josh Rogers



Summer school students outside Murry Bergtraum High School. Downtown Express photo by Yoon Seo Nam

ORIGINALLY PUBLISHED Aug 7, 2013 | UPDATED Aug 14, 2013 | By KAITLYN MEADE & JOSH ROGERS | Success Academy is hoping to open a new charter elementary school in Murry Bergtraum High School’s building next year, and opposition Downtown is beginning to form.

“We’re going to try to organize and fight it.” City Councilmember Margaret Chin told Downtown Express Aug. 2. Chin said she first heard a few weeks ago that Success was hoping to open a K- 4 in the building at 411 Pearl St. in Sept. 2014.

She said the clock is ticking for the Bloomberg administration, which has fueled the expansion of charters like Success Academy, founded by Eva Mosowitz, the former chairperson of the City Council’s Education Committee.

“The whole thing is she gets a lot of support from this administration,” Chin said. “So we’re going to push it back to the next administration [taking power in 2014] and it’ll be a little different scenario.”

Success Academy, which plans to open six new locations across the boroughs this fall, including one in Washington Irving High School near Union Square, hopes to open yet another elementary, this time

in Lower Manhattan in 2014.

“A K – 4 in a high school,” Chin said incredulously, “that has so much... issues, you know, cops have to escort kids to subways.”

Murry Bergtraum High School for Business Careers, an at-risk school with an overall D.O.E. grade of “D” for the 2011-12 school year, is already going through a downsizing process which will reduce its numbers by about 450 students by 2018.

However, a new school, Mather High School which focuses on building and craftsmanship in cooperation with the National Parks Service, is set to open in the building this fall. The co-location is projected to bring the total “utilization” of the school up to 88-92 percent between 2013 and 2017, according to the D.O.E.’s school portfolio report.

How that 8-12 percent of space would be able to accommodate a separate elementary school that would in all likelihood need entirely different facilities is not yet clear.

Chin did not know if the city had a plan yet as to how to expand Success Academy to a full elementary school after the school opened.

The announcement is not yet official but a meeting has already taken place with some of the Murry Bergtraum’s staff, to discuss a proposal to site a K-4 grade school on the large high school’s premises, according to Chin’s aide, Yume Kitasei, and another source who declined to be named.

While the school building does have “underutilized space” and the need for elementary school seats is a continual worry for Downtown parents, some question that installing an elementary school charter is the best option in that location.

“The D.O.E. is reserving space for a school that doesn’t exist,” said Shino Tanikawa, president of School District2’s Community Education Council.

There is currently no letter of intent on the SUNY Charter School Institute’s public archives to open a Success Academy in District 2, though six are being considered for 2014 in Districts 1, 3, 7, 12 or 30. SUNY is responsible for reviewing and approving the applications for New York State charter schools, though not for siting them. The final requests for proposals for the charters, however, are not due until September 2013.

The C.E.C. announced the plan’s existence at their Aug. 6 calendar meeting but was told to “stay tuned” for an Educational Impact Statement, probably in September that will provide more information on the logistics of collocating a school.

However, “By the time an E.I.S. comes out, it’s pretty much a done deal,” Tanikawa noted, as the city Panel for Education policy has a majority of its members appointed by the mayor and has a record of approving the overwhelming majority of proposals.

She also mentioned that the local C.E.C. had passed several resolutions pertaining to charter schools in the last few years, including one last year to put a moratorium on charter schools in the district “until we can figure out how to work with them,” she said.

Tanikawa said the most concerning thing about the wave of charter schools over the last decade has been a surprising disparity between co-located schools. “It has tended to segregate schools into students who are given amenities and students who have nothing,” she said.

While she acknowledged that she had not seen it herself, she said that colleagues had walked through co-located schools and could immediately tell which part of the building a school was occupied by the traditional schools and which part by the charter. “The level of inequity for students is really unhealthy,” she added.

One of the main arguments against charter schools is that they take away resources from traditional schools. Though charters often receive less government funding per student than traditional schools, they also receive more private support.

Success Academy and the Dept. of Education did not respond to requests for comment by press time.

The Academy, which started in Harlem, has fought to open schools all around the city including the Upper West Side and now Union Square. Critics, including the United Federation of Teachers, charge the school with taking over school buildings and pushing out low-performing and special ed students.

Moskowitz has vigorously disputed the accusations saying the school’s high performing students are a product of more teacher prep time, longer school days and small reading groups based on ability. The overall class size is usually larger than traditional public schools. In the past, the Academy has said the attrition rates are lower at Success than at traditional schools, and that statistically, special needs students are more likely to stay at the school than general education children.

Chin, who was recently endorsed by the U.F.T, said that she didn’t like charters’ “business model” approach to education.

“It doesn’t sound right,” she said. “It’s a private enterprise and it’s a public responsibility to really

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educate all the children.”



Success Academy hopes to open a K-4 elementary school in Murry Bergtraum High School starting in Sept. 2014.
 Downtown Express photo by Yoon Seo Nam



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 Liz · 4 weeks ago 0

IS the problem that it is a charter school? Or is the problem the location of the school being in the high school?

Reply [3 replies](#) · active 2 weeks ago

 Max555 · 4 weeks ago -1

the problem is not that it's a charter school, the problem is that Eva Moskowitz's school move into a public school building and immediately begin to take all the space for themselves, because the chancellor is a political appointee and the mayor favors for profit charters so eva gets what she wants and the public school kids get zilch, pretty soon the mayor announces that the public school is a failure and must be closed.

Reply

 anon · 3 weeks ago 0

eva's charter schools are not-for-profit

Reply

 Anon2 · 2 weeks ago 0

Eva has a salary of over 300K... The class sizes are small. They can send back students who aren't performing to their zoned school. This is only the beginning of the disparity.. I am not against charter schools. But if they are going to be funded by taxpayers, then there should be equality between all publicly funded schools. Period.

Reply

 Ray · 4 weeks ago

-1

Both

Reply

 ele · 4 weeks ago

+3

Or is the real problem that government is defending government, even when it isn't performing and operating to the tax-payers' standards? How can Chin criticize charter schools, who are not seeking profit and only aim to reach organizational goals to be able to continue their funding? This sounds like an ego issues and not one of truly wanting what's going to elevate the educational experience of our children.

Reply

 Karen · 4 weeks ago

+1

The problem is the uncontrollable "kids" that are there now. They should be removed and the school should be turned over to the K-8th graders downtown that really need the space. Or better yet, given to lower Manhattan kids that need a local high school for local kids, not troubled kids brought in from all over that harrass residents, beat up neighbors and threaten the safety of our area. The school is practically attached to police headquarters and the police do not even want to go in there. Where is our community board when it comes to demanding back space from the city?

Reply [2 replies](#) · active 2 weeks ago

 RLW · 2 weeks ago

0

If you are speaking of uncontrollable kids, you obviously are not talking about SA students. They rule those students with an iron fist - neighborhood destruction and disreapice

Reply

 RLW · 2 weeks ago

0

DISRESPECT not disreapice...

Reply

 Rudolph Rassendyll · 4 weeks ago

0

It doesn't really matter. The public schools are a disaster; the charter schools are a disaster. The little buggers attending either are screwed by the general ineptitude of the PFY types that conduct the classes. Trust me on this; I see what they look like when they come to college. 10 percent are pretty good; 10 percent pass decently; 20 percent fail and the rest disappear before the end of term, once they collect their financial aid money.

Reply

 James · 3 weeks ago

+3

Our current public education system is inefficient and broken, so why are politicians fighting to stop the spread of successful charter schools that challenge the status quo and promote education reform? Just another example of NY politicians pandering to the UFT instead of protecing high-performing schools. Truly sickening.

Reply

 Liz · 3 weeks ago

0

To the best of my knowledge, charter schools are NOT for profit corporations, like leman or mandell. I agree we need those seats for local kids. Is there a priority for local kids at a charter?

Reply [2 replies](#) · active 3 weeks ago

 Disappointed Teacher · 3 weeks ago

+4

Priority in success academy schools is determined, in order, English language learners in the district, followed by students with disabilities who are English language learners in the district, then by all non ELL students in the district, then if there are any seats left the rest of the city gets considered base on if they applied.

Of course you can see the disparity in buildings where there are charters and non-charges colocating. Its called mismanagement of money! In public schools like Wadleigh, where the budget last year was over \$3 million, you have a librarian who makes over \$100K and barely is in the building teaching but is politically

connected so we keep him so we can leverage his connections when our underperformance gets brought to light. Meanwhile, the bathrooms look like prison cells, the paint is peeling off the walls, none of our middle schoolers passed the State math exam and only 2% passed the English state exam. Its a darn shame and its a top down problem. The minute I can get an answer from Success Academy, I'm leaving this tenured job behind. Who needs it when you are doing a serious disservice to kids and its frowned upon when you actually work hard to help kids excel. I've been reprimanded for making others look bad! Beauracate backwardsness!

Reply



JustNYCMum · 3 weeks ago

+1

I wish you become my kid teacher at Success Academy soon!

Reply



Karen · 3 weeks ago

+1

Disappointed teacher: As a grandparent of a success academy student I feel your pain. I do hope you get the job. We as parents were tired of the half as teaching our kids were receiving in the public school system. If and when you come trust me just like the kids work hard so will you. I welcome you with open arms.

Reply

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Chelsea Boy



Chelsea Now

VIDEO: Upcoming in Chelsea Now

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The Adventures of an Underemployed Urban Elf

See it in September

'Wives' Eavesdrops on Bronx Bombers' Better Halves

FOOTER1



The Villager

Just Do Art! Sept. 5, 2013

Buhmann on Art

Meaty, satisfying and deceptively simple

Looking for Ludlow suspect

Spurred by C.B. 3 snub, Latinos launch a new group

'Mosaic Man' regains pole position

Skillful skull is Portal No. 7

Ridgeback is a real rock star at home, on street or in office

Ira Blutreich

Birthday and mayoral wishes

FOOTER2



East Villager News

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Ira Blutreich

De Blasio does lunch with seniors

FOOTER3

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COMMUNITY CALENDAR

Thursday, July 18

Parkchester

FACEBOOK BASICS

9 a.m. Parkchester Branch Library
1985 Westchester Avenue

Learn about the online social network Facebook. Audience: Adults. For more information, call 718-829-7830.

Soundview

STORYTELLING

11 a.m. Soundview Branch Library
660 Soundview Avenue

Featuring stories, inter-active games, songs and finger plays. For children ages 18 months -3 years old with parent/caregiver. Presented by Getchie Argetsinger. For more information, call 718-589-0880.

High Bridge

TEEN TECH TIME

11 a.m. High Bridge Branch Library
78 West 168th Street

Teen Tech is a program for Teenagers used to promote technical know-how and computer usage in our digital world. For ages 13 to 18 years. For more information, call 718-293-7800.

West Farms

MOMMY SOCIAL CLUB

12 p.m. West Farms Branch Library
2085 Honeywell Avenue

Come and socialize with other mother's and discuss motherhood. For more information, call 718-367-5376.

Mott Haven

DRAMA CLUB

2 p.m. Mott Haven Branch Library
321 East 140th Street

On Stage Drama Club. Theater games and activities for children. Audience: Children, School Age (5-12 years). For more information, call 718-665-4878.

Clasons Point

CRAZY CHEMISTRY

2 p.m. Clasons Point Branch Library
1215 Morrison Avenue

This workshop is designed to introduce and excite children about the nature of the world around them. Children make predictions, perform experiments and draw conclusions as they explore different types of solids, liquids and gases. Presented by the Children's Museum of Manhattan. For children ages 5 and older. Limited to 25 participants. For more information, call 718-842-1235.

Morris Park

BOOK SWAP

2:30 p.m. Morris Park Branch Library
985 Morris Park Avenue

So many books, so little time: wondering what to read next? Want to recommend a favorite title? Stop by and hear what others are reading, and share your thoughts on your top book picks. For more information, call 718-931-0636.

University Hts.

THEATRE LAB

3 p.m. Sedgwick Branch Library
1701 University Avenue

Theater... just add you. Join veteran performers Joanie and Lois as they guide you through the motions, gestures, and emotions of theater. Get your imagination flowing. For ages 12 to 18 years old. For more information, call 718-731-2074.

Westchester Square

ERIK WOODS WORKSHOP

3 p.m. Westchester Square Branch Library
2521 Glebe Avenue

Create unique 3-D mixed media relief sculptures using recycled computer parts, watercolors, and other non-traditional and contemporary materials. For ages 4 and older. Limited to 12 participants. Preregistration is required. For more information, call 718-863-0436.

Van Nest

BOOK CRAFT

3:30 p.m. Van Nest Branch Library
2147 Barnes Avenue

A librarian will share favorite picture books, proving children with the wonder of books and the joy of reading. In addition children will be given the opportunity to express themselves creatively in an art project to complement the story. For more information, call 718-829-5864.

Throggs Neck

LIGHT ON LITERACY

3:30 p.m. Throggs Neck Branch Library
3025 Cross Bronx Expwy. Ext.

Tell all the story but tell it slant! Learn how you can tell a story in many different formats, and how your tales changes using photos, video, sound, and more. Build your story online and in print with The LAMP! For ages 12 to 18 years old. For more information, call 718-792-2612.

Friday, July 19

University Hts.

BASIC INTERNET SEARCH

10 a.m. Sedgwick Branch Library
1701 University Avenue

Learn how to find information online using search engines and subject directories. Audience: Adults. For more information, call 718-731-2074.

Clasons Point

GUIDED MEDITATION

10:30 a.m. Clasons Point Branch Library
1215 Morrison Avenue

Meditation can wipe away the day's stress, bringing with it inner peace. See how you can easily learn to practice meditation whenever you need it most. For more information, call 718-842-1235.

Parkchester

BELLY DANCING CLASS

2 p.m. Parkchester Branch Library
1985 Westchester Avenue

Join our Belly Dancing class with Lynn. This Beginners class is designed for everyone, it is fun aerobic exercise for back, shoulder pains, balance, and it strengthens muscles too! For more information, call 718-829-7830.

West Farms

SUMMER READING CLUB

2:15 p.m. West Farms Branch Library
2085 Honeywell Avenue

The children who joined the summer reading club will have access to the computers to log in the titles of books they have read. They will also get a chance to explore our summer reading website and create their own accounts with their own avatars. For more information, call 718-367-5376.

Melrose

TEEN CAFÉ

2:30 p.m. Melrose Branch Library
910 Morris Avenue

Come hang out with your friends in a cool, casual environment. Bring snacks to enjoy while you listen to the radio & chat with your friends. Use laptops to do your homework, watch videos, play games & more! For ages 13 to 18 years. For more information, call 718-588-0110.

City Island

MAKE ART

3 p.m. City Island Branch Library
320 City Island Avenue

Michael Albert is the author of "An Artist's America" (Henry Holt), a picture book retrospective of his art collection. Mr. Albert will talk about his book, his art and will teach the children his trademark style of art, "Cerealism," a technique of collage work made from cereal boxes. This workshop is recommended for children ages 5 to 12 years old. For more information, call 718-885-1703.

Skills test

Continued from Page 6

American songs, including "Alexander's Ragtime Band," "Blue Skies," "Puttin' on the Ritz," "White Christmas," and "God Bless America."

Got that? If the "highly skilled" immigration rules, taken to their logical extension, had been in place, the song wouldn't have been "God Bless America," but "God Bless Belarus." Or, given that there wasn't much to praise about Belarus if one was a poor young Jew, as Beilin/Berlin was, the song probably would never have been written at all, and Beilin/Berlin would have died in a pogrom, the Holocaust, or some Stalin-imposed starvation.

The next time some well-intentioned politician from either party starts palavering about high-skilled immigration, you might ask what plan they have for people who want to come here but who appear to not have many skills. If the politician doesn't appear to understand, you could break into a rendition of "God Bless America."

It ends, "God bless America, My home sweet home."

(Ira Stoll is editor of *FutureOfCapitalism.com* and of *Smartertimes.com*.)

Success Academy Charter Schools
is applying to open a new elementary public charter school in CSD 8.

When: August 2014

Where: Community School District (CSD) 8

Grades: K and 1st grade for the 2014-2015 school year and serving K-8th grade at full scale

Success Academy has a proven record of excellence, with our scholars consistently scoring in the top 5% of all 3,500 public schools in New York State for reading, science and math.

To learn more about Success Academy's proposed new schools, please visit:
SuccessAcademies.org/NewSchools

We encourage your input:
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COMMUNITY CALENDAR

Thursday, July 25

University Hts.

STORYTELLING

10:30 a.m. Francis Martin Branch Library
2150 University Avenue

Stories to Grow On. Stories, songs, action rhymes and more. For ages 3 to 5 years. For more information, call 718-295-5287.

Mott Haven

TEA TIME

11 a.m. Mott Haven Branch Library
321 East 140th Street

What's on your mind? What's happening in your world? Come join in the discussion at your library with a spot of tea! For more information, call 718-665-4878.

Jerome Park

COMPUTER BASICS

12 p.m. Jerome Park Branch Library
118 Eames Place

Learn about the various types and components of computers, including basic computer terminology, an overview of operating systems, and popular software applications. For more information, call 718-549-5200.

Morris Park

TEEN LOUNGE

2 p.m. Morris Park Branch Library
985 Morris Park Avenue

Leave the velvet ropes behind & come hang out with your friends in a cool, casual environment. Bring snacks to enjoy while you listen to the radio & chat with your friends. Use laptops to do your homework, watch videos, play games, & more! For ages 13 to 18 years. For more information, call 718-931-0636.

Parkchester

TEEN MOVIE NIGHT

2 p.m. Parkchester Branch Library
1985 Westchester Avenue

Want to see the hottest new movie? Come check out what's on screen at the library. Bring your friends and enjoy an afternoon of the latest teen movie! For ages 13 to 18 years. For more information, call 718-829-7830.

Clasons Point

CRAZY CHEMISTRY

2 p.m. Clasons Point Branch Library
1215 Morrison Avenue

This workshop is designed to introduce and excite children about the nature of the world around them. Children make predictions, perform experiments and draw conclusions as they explore different types of solids, liquids and gases. Presented by the Children's Museum of Manhattan. For children ages 5 and older. Limited to 25 participants. For more information, call 718-842-1235.

Wakefield

TOTALLY IRRESPONSIBLE SCIENCE

3 p.m. Wakefield Branch Library
4100 Lowerre Place

What do you mean, I can blow something up at the library? It's time for science at the library, so join us as we make slime, study chemistry, and blow up rockets! Bring your curiosity! All materials will be provided. For ages 12 to 18. For more information, call 718-652-4663.

Throggs Neck

BIG JEFF MUSIC

3 p.m. Throggs Neck Branch Library
3025 Cross Bronx Expwy. Ext.

Dance and sing along to children's entertainer "Big Jeff" DeSmedt. Recommended for children of all ages. For more information, call 718-792-2612.

Van Nest

BOOK CRAFT

3:30 p.m. Van Nest Branch Library
2147 Barnes Avenue

A librarian will share favorite picture books, proving children with the wonder of books and the joy of reading. In addition children will be given the opportunity to express themselves creatively in an art project to complement the story. For more information, call 718-829-5864.

Morrisania

READ & SEED

3:30 p.m. Morrisania Branch Library
610 East 169th Street

Transplant basil, mint, anise hyssop, and lemon balm into the garden. Learn to "meet" different mints and test each other knowledge by playing the "herb game." Make refreshing minty drinks. For more information, call 718-589-9268.

Belmont

POWER HOUR

4 p.m. Belmont Branch Library
610 East 186th Street

Explore websites, NYPL resources, and new computer

programs that can help you with your school work. For ages 13 to 18 years. For more information, call 718-933-6410.

Friday, July 26

Clasons Point

GUIDED MEDITATION

10:30 a.m. Clasons Point Branch Library
1215 Morrison Avenue

Meditation can wipe away the day's stress, bringing with it inner peace. See how you can easily learn to practice meditation whenever you need it most. For more info, call 718-842-1235.

Hunts Point

BUTTERFLY BOOGIE

2 p.m. Hunts Point Branch Library
877 Southern Boulevard

Bugs aren't gross - they're great! After the giant cockroach puppet explains why insects are the coolest creatures around, an interactive musical performance, The Tale of Flutterby and Piggie, demonstrates the interdependence among plants and animals. Presented by the Central Park Zoo Wildlife Theatre. For ages 5 and older. For more information, call 718-617-0338.

Mosholu

TECH LOUNGE

2:30 p.m. Mosholu Branch Library
285 East 205th Street

Need extra Computer time? Come and enjoy extra computer time, in an Adults only environment, where you can listen to music and bring snacks while you search the web. For more information, call 718-882-8239.

Tremont

WHY READ!

3 p.m. Tremont Branch Library
1866 Washington Avenue

Laine Barton uses bubble sculptures, plate-spinning, magic, music and more in her fun-filled story. For ages 5 and older. For more information, call 718-299-5177.

Clasons Point

CREATIVE WRITING

3 p.m. Clasons Point Branch Library
1215 Morrison Avenue

A four-week workshop for ages 7 to 12, led by a published, award-winning writer and teacher trained in the Writopia workshop method. Through this innovative workshop method, children are empowered as peer leaders as they gain skills in writing, editing, analysis, and effective communication. Presented by Writopia Lab. Limited to six participants. Preregistration is required. For more information, call 718-842-1235.

Saturday, July 27

West Farms

BOOK DISCUSSION

11:30 a.m. West Farms Branch Library
2085 Honeywell Avenue

Come discuss the novel Renee: All Hail the Queen by Brandie Davis! The author will be in attendance. For more information, call 718-367-5376.

Fordham

MUSICAL TRIBUTE

2:30 p.m. Bronx Library Center
310 East Kingsbridge Road

Great Ladies of Songs. A Tribute to Singers from the Swing Era. Vocals by Glendalys Sosa. With Joe Sherman, saxophone and John Austria, piano. Featuring signature songs of Ella, Judy, Lena, Sarah, Billie, Peggy, Jo, and others from the golden age of American song. For more information, call 718-579-4244.

Morris Park

HISTORY LECTURE

2:30 p.m. Morris Park Branch Library
985 Morris Park Avenue

Anne Hutchinson, The Original Bronx Girl. Presented by Tom Vasti - Vice President of The East Bronx History Forum. Anne Hutchinson lived in England for the first 43 years of her life, only to come to what is today the Bronx and got caught up in sectarian warfare. For more information, call 718-931-0636.

Monday, July 29

Eastchester

PUPPET SHOW

1 p.m. Eastchester Branch Library
1385 East Gun Hill Road

The Tortoise and the Hare. An adaptation of the classic Aesop fable about a great race between a loveable tortoise and an arrogant hare. Presented by Puppets to Go for children ages 3 and older. For more information, call 718-653-3292.

Morris Park

SUMMER READING

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49th Pct. city's safest

Major crime plummets nearly 30%

BY DAVID CRUZ

Consider the 49th Precinct the safest in the city.

Serving Pelham Parkway, Van Nest, Allerton and Morris Park, the Four-Nine saw major crime plummet 27.97% in the first six months of this year compared to last year, according to NYPD stats.

In all, percentage figures showed triple and double-digit drops in all of its seven major categories, ranging from murder to grand larceny auto, a feat Captain Lorenzo Johnson credited solely to his crimefighters.

"It's not me, it's the guys," said Johnson, who arrived to the precinct 13 months ago, replacing Deputy Inspector Kevin Nicholson.

And while the crime drop is well celebrated in a precinct longtime locals nicknamed a "country club precinct," it still had to deal with a jump

in shooting incidents and victims, which increased from eight and five respectively over the same period last year to 13 and 12 respectively this year.

"The spike in shootings is concerning," said Johnson. "But I expect a lot of arrests to be made."

A number of those shootings were at the Pelham Houses off Pelham Parkway and Parkside Houses by E. Gun Hill Rd., bordering the 47th Precinct. Van Nest, at the south end of the precinct was also a shooting hotspot.

Still, Johnson has brought crime figures down by honing in on "criminals who commit serious crime" while use of the NYPD's controversial stop-question-and-frisk tactic is "down drastically."

Technology

One surprising increase is arrests for driv-

ing with a suspended license, up nearly 100%, from 181 at the same time last year to 356. That was thanks in large part to aggressive traffic stops and use of a high-tech license plate reader.

"That LPR can run a thousand license plates in one second," said Johnson.

Social media tools like Facebook have also helped officers identify known crews, which post their tags - and often their criminal exploits.

Community Policing

Johnson credits the cornerstone of the precinct's successes to strong ties with community residents, many of whom regularly attend the monthly precinct community council meetings.

Involved residents have become the precinct's extra set of eyes and ears, he said, supplying tips to officers.

49th CRIME STAT'S

Crime	Mid-year 2012	Mid-year 2013	Percent +/-
Murder	5	1	-80%
Rape	10	7	-30%
Robbery	165	100	-39%
Felony Assault	142	104	-27%
Burglary	170	107	-37%
Grand Larceny	193	167	-14%
Grand Larceny Auto	80	65	-19%
Shooting Victims	8	13	+63%
Shooting Incidents	5	12	+140%

"The 49th Precinct is very lucky we have a community that cares," said Johnson, who is a regular attendee at a number of community group meetings.

"It's no longer a country club precinct," said Edith Blitzer, head of Pelham Parkway Neighborhood Association. "Cap-

tain Johnson makes them work their butts off."

Keith Ramsey, head of the tenants association at the troubled Parkside Houses, has noticed precinct community affairs officers heavily involved with tenants.

"It's not just about arrests," said Ramsey. "It's more like social work."

Looking Ahead

Maintaining quality of life will continue to be high on his agenda as the Four-Nine enters the second half of 2013, said Johnson, who believes in handling low-level offenses to prevent larger infractions.

"If you keep a pristine house," he noted, "you won't have any garbage."

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SEEING STARS: Singer Nelly scored on a grand slam (above). Former LA Dodgers pitcher Steve Garvey and LA Clippers basketball star Matt Barnes (center) showed up for the game at MCU Park on July 12. The event also featured topless men (right) advertising a suit drive for Men's Wearhouse. Photos by Steve Solomonson



Celebrities play ball for a good cause

BY COLIN MIXSON

MCU Park played host to a game of celebrity softball on July 12, where New York Giants defensive end Justin Tuck and heavy-weight boxing champ Evander Holyfield went up against the less-than stellar athleticism of reaty stars such as Vinny Guadagnino of "Jersey Shore" fame.

"It was great, if you like really bad softball," said Bruce Garber, zone operations manager for Men's Wear-

house, who was at the event promoting the clothing chain's annual suit drive.

It was a rainy Friday evening, which got the game off to a late start. It plodded along at a snail's pace, with the less-athletic celebrities doing what they could, and the actual athletes playing it safe to avoid injuries, according to Garber.

"It was kind of a washout," he said. "The players were walking on tip toes

to keep from slipping."

In the end, there were only around 1,000 fans in the stands and the two celebrity teams drew a tie at 10-10, but it was all for a good cause.

Proceeds from the evening went to help victims of Hurricane Sandy, while the folks from Men's Wearhouse, which helped sponsor the event, were able to raise awareness to their suit drive, with which they hope to donate 150,000 suits to men in need.



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SUCCESS ACADEMY
CHARTER SCHOOLS

Sandy's sinkholes

Storm created air pockets under buildings

BY COLIN MIXSON

Brooklynites in Sandy-ravaged neighborhoods are standing on air — literally.

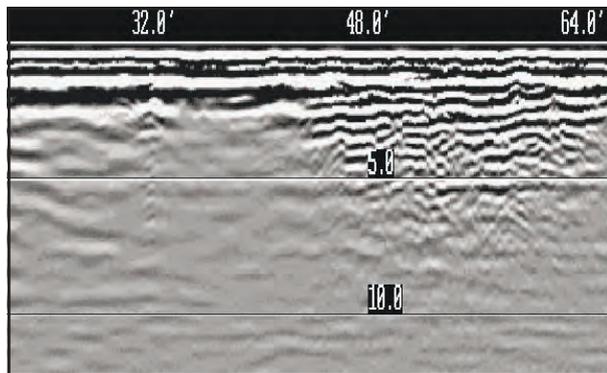
Retreating floodwaters from the superstorm created underground air pockets just waiting to become sinkholes beneath streets, buildings and backyards across Southern Brooklyn, and most people aren't aware of the danger under their feet, say local architects and companies specializing in subterranean scans.

"From Seagate to Manhattan Beach, a lot of these buildings' foundations have been scoured," said architect Walter Maffei, "and no one knows about it."

According to Maffei, any structure that suffered severe flooding as a result of October's hurricane is liable to have lost some of the sediment beneath its foundation as the water rapidly withdrew into the ocean, taking tons of soil with it.

"When you build a sand castle, everybody knows the water comes in relatively slowly, but when it goes out, it moves quickly and takes everything with it," the architect explained. "A lot of scouring occurs at the foundation level, or below."

Underground voids, or air pockets, can undermine the foundations of buildings and city infrastructure such as roadways. This means sinkholes and structural stability is a big concern and potential hazard for people living in Red Hook



HOLEY GROUND: This image from ground-penetrating radar data shows an air pocket beneath a local residence. The smooth, gray portion shows solid ground of normal consistency, while the black and white stripes show where soil has been washed away by floodwaters, leaving voids reaching down as far as five feet which could turn into sinkholes and undermine building foundations. Ameriscan

and Southern Brooklyn, according to Lou Neos, a technician at Ameriscan, which specializes in ground-penetrating radar.

"It's all over, wherever there was severe damage from Sandy," said Neos, who has found voids underneath buildings in Sheepshead Bay and Brighton Beach. "If there's another storm, people might lose their whole house because of a void."

There are two methods for detecting subterranean voids. One is tearing up the floor, and probing the soil manually, while the other involves the use of ground-penetrating radar systems, a nondestructive method which uses electromagnetic radiation to detect the reflected signals from subsurface structures.

Either way, Maffei encourages anyone with prop-

erty that sustained severe flooding to check for scouring before they begin any heavy construction or restoration work.

If property owners do detect voids, they can use a technique called super grouting, in which grout, or concrete, is injected into the void underneath the building's foundation.

If the voids go undetected, however, owners may start to see their walls crack, porches buckle, and homes tilt as the sands begin to settle, and the building's foundation weakens.

"The foundations can settle unevenly. If that happens, walls can crack and houses may eventually begin to lean," said Maffei. "It may not happen over night, but it will happen over a period of months or even years."



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Make life less stressful with help from Errand Boys Express

BY CAMILLE SPERRAZZA

As the day consumes us with the never-ending tasks that need to get accomplished, we've all thought about it: wouldn't it be great to have an assistant who can take on some of these chores?

Now there is someone who can lend a hand.

Errand Boys Express calls itself, "Room service for your life," and adds, "Everything is on the menu."

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In short, Errand Boys Express is, "Brooklyn's first-ever 24-7 concierge and errand service," says Ms. Incorvaia, the owner. "Our one business endeavor is to provide you with every accommodation and opportunity to ameliorate your everyday lifestyle."

Life can be a bit less stressful when they take on some of the workload. Whether it's a business task or a personal one, if it's on your "to do list," they can get it done. Incorvaia says it's like having, "your own Alfred the butler on call at all hours."

And they mean all hours. Recently, a man called to say his pregnant wife was craving Chinese food from a certain place in Chinatown.

"It was 3 am," says Incorvaia, "but we had an errand boy pick it up and deliver it to them."

The inspiration to open this type of business was gleaned from Incorvaia's own lifestyle. She is the primary



Errand Boys Express can help with any tasks you may need - from gardening to dog walking.



caregiver of her grandparents, and had been juggling full-time employment, caring for them, plus everything else in life. Like so many of us, she thought it would be great to be able to hire some help — but she decided to start her

own company. Errand Boys Express has been in business since January of this year.

Not surprising, elder care assistance is part of the plan.

"We can provide daily visits, accompany people to doctors' offices, shave facial hair,

prepare meals, and help with housekeeping," she says.

The people she hires to handle the chores are qualified in each of the various fields, she says. A number of them are, "jacks of all trades." They are interviewed, must

provide three letters of recommendation, and need to have at least five to seven years' experience in what they do, she says.

"It's an intense interview process."

If you have pets that need to be walked, or need to be taken care of while you are on vacation, this can be arranged, too.

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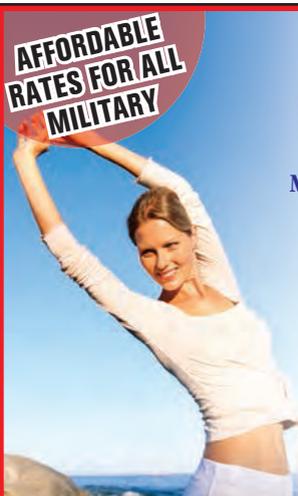
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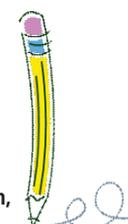
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SUCCESS ACADEMY
CHARTER SCHOOLS

Residents blast Methodist plan

Some want beloved brownstones spared

BY NATALIE MUSUMECI

A massive “U”-shaped medical building that New York Methodist Hospital wants to construct in Park Slope will be a blot on the face of the historic neighborhood, claimed dozens of fretful Slopers at a meeting announcing the hospital's plan last night.

Residents packed into the Sixth Street medical center where hospital officials, joined by architects and development consultants, filled the public in on specifics of the plan, which calls for the demolition of 16 buildings — including some 19th-century brownstones — in the heart of Park Slope.

The hospital plans to tear down a slew of old buildings that it owns on Fifth Street, Eighth Avenue, and Sixth Street and replace them with a “much-needed” outpatient facility that is proposed to be up to eight stories high on a portion of Sixth Street.

But neighbors said that the giant structure will dramatically change the makeup of the area by bringing traffic, idling cars and trucks, and construction noise, with some suggesting that the hospital scrap its plans.

“People do not move to Park Slope for Methodist Hospital — they move here for the look and feel of the



ON THE BLOCK: Fifth Street resident David Goodman argued that people move to Park Slope for the look and feel of the brownstones.

Photo by Elizabeth Graham

brownstones,” said Fifth Street resident David Goodman, who lives in a condo across the street from the planned building.

But hospital representatives promised residents that the new facility will blend in with the neighborhood as much as it can.

“It's not going to be a jarring modernist structure that stands out. It will be something that really feels harmonious with the existing context and fabric,” said architect Peter Cavaluzzi of Perkins Eastman. “We want to learn from the architectural character that currently exists in the neighborhood.”

All of the buildings that will be knocked down are not landmarked and lie just outside of Park Slope's enormous historic district, which boasts 2,575 protected edifices.

Cavaluzzi argued that Park Slope isn't only made up of the notable row houses and brownstones, and that other big buildings are a part of its fabric, a concept that stirred some residents who don't buy that the new building will blend in.

“A lot of us who live in Park Slope feel there is a great deal of homogeneity in terms of scale and building material than you might

Continued on page 21

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Contest finds Brooklyn's least well-endowed man

BY MELISSA GOLDIN

It takes a big man to show off a tiny penis.

Six, brave, short-membered men defied cultural trends and put their small schmeckles to the test in the first "Smallest Penis in Brooklyn Pageant" at the King's County Bar in East Williamsburg on Saturday.

"We wanted to show that [having a small penis] is not such a big deal," said Aimee Arciuolo, the bar's manager.

And she was right — none of them were a big deal, and that was the cringe-worthy point.

The pageant was split into three segments — evening wear, talent, and swim wear — during which each contestant was scored on a scale of 1 to 10 — points, not inches. In each category, the crowd picked its favor-

ite, which was determined by who received the loudest cheers.

The winner was selected based on his total score and who the panel of judges — including Arciuolo, burlesque dancer Cherry Pitz, and Go-Go Harder, a boylesque dancer and aspiring porn star — believed had the most spirit.

During the evening wear and swim wear competitions, the contestants stood on the bar to show off their lack of endowment. Their shortcomings were dressed in specially made "tuxedos" during the former, and hidden only by a small swatch of fabric during the latter.

The talent portion featured a variety of acts, including interpretive dancing and stand-up comedy, plus a brief interview with each contestant. All con-

tenders went by pseudonyms — Perry Winkle, Sugar Daddy, Rip van Dinkle, The Delivery Man, *Zigounette*, and Flo-Rider.

The Delivery Man, also known as Nick Gilronan, a United Parcel Service employee from Queens and the crowd favorite in the talent competition and the swimwear portion, won the top spot and \$200. He was also presented with a crown and a "scepter" — a giant magnifying glass — as well as some surprise canoodling with a girl on stage.

His acceptance speech, like his penis, was short.

"Some people wouldn't advertise the fact that they won, but this was a lot of fun," said Gilronan. "The opportunity to do this will probably never come around again."

Arciuolo said that she

got the idea for an event like this after an unexpectedly fun romp with a guy who had a penis the size of an acorn.

"It was to have fun and also to show that it's no big deal," she said.

After the pageant was picked up by the media, the bar began receiving hundreds of responses (with pictures) from all over the world, according to Arciuolo. Rip van Dinkle flew in from Minnesota specifically for the pageant only to leave immediately following the competition.

"I thought it was going to be a really body positive event and overall I thought that it was," said Liz Sheridan, who came in from New Jersey to attend the pageant. "I think that it takes a lot of balls, no matter how tiny your penis is, to enter this."



SIZE MATTERS: Smallest penis in Brooklyn pageant winner Nick Gilronan (a.k.a. The Delivery Man) celebrates his victory with judge Liz Sheridan. Photo by Stefano Giovannini

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SWINGING SOIREE: (Above) Tamaryn rocked the boathouse when she took the stage at the annual Summer Soiree. (Center) Attendees had a ball at the fundraising gala benefitting Brooklyn's backyard. (Right) DJ Kilo Kush entertains the crowd.

Photos by Paul Martinka



P'Park hosts its Summer Soiree

BY NATALIE MUSUMECI

Hundreds of young fashion-forward do-gooders flocked to Prospect Park's historic boathouse last Wednesday night for the annual gala benefitting Brooklyn's backyard.

The Prospect Park Alliance's 11th annual Summer Soiree drew more than 500 attendees and raised up-

wards of \$90,000 to restore and maintain the 585-acre greenspace. The shindig featured cocktails, hors d'oeuvres, live music, and a silent auction with nearly 130 high-end wares.

"It was a beautiful evening filled with great music, fantastic food and lots of fun for all for a great cause," said Prospect Park Alliance

spokesman Paul Nelson.

Fashion icon Diane von Furstenberg's fashion company was the title sponsor of the event, which drew many figures from the fashion industry, including Sally Singer of Vogue.

Alliance president Emily Lloyd and attendees mixed and mingled at the picturesque 1905 beaux-arts

structure. Beats spun by DJ Kilo Kish kept partygoers on their feet. There were also performances by The Drums and Tamaryn.

The Alliance manages the entire greenspace on a \$9 million budget, so fundraisers like the Summer Soiree help the Alliance generate much-needed cash to help maintain the park.

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NO PROTECTION: Gary Bowers of Manhattan could have purchased a helmet from Han's Market, which is right beside this CitiBike rack on Clark Street, before his bike ride. Photo by Elizabeth Graham

CitiBikers: Who needs helmets?

Bodega's attempt to cash-in on safety fails

BY JAIME LUTZ

A Brooklyn Heights bodega owner thought he could cash in on bicycle renters looking for a safer way to ride by selling them helmets — but instead ended up with the foam noggins collecting dust on the shelves.

The owner of Han's Market on Clark Street near Henry Street stocked up on helmets when workers learned that a CitiBike station was coming in for a landing right outside his window, assuming that the constant stream of casual bikers would make captive consumers for his new product line, but his investment did not exactly pay off.

"We only sold one helmet," said Han's Market cashier Sadie Gorkhali.

The city doesn't mandate helmets for CitiBike riders, claiming it would be nearly impossible to enforce, according to a city spokesman. But some experts, including John Pu-



NO SALE: Han's Market in Brooklyn Heights started selling bike helmets after a CitiBike rack was installed in front of the store, but hasn't sold many.

Photo by Elizabeth Graham

cher, a Rutgers University professor of public policy, predict that the launch of New York's bike lending program will lead to a significant increase in serious bike accidents. There have not been many CitiBike-related injuries so far.

And riders we spoke to said they do not need to purchase a \$20 helmet to make them feel safe.

"My friend and I are just going over the Brook-

lyn Bridge," said CitiBiker Nina Melmkovec. "It's going to be only 30 minutes."

Some longtime city bicyclists say they have seen a mix of CitiBike riders with and without helmets and suspect that those who do not wear them either do not believe the research on helmet safety or care more about looking stylish.

"I wear a helmet when I ride because even though the research isn't great on how effective they may be in big crashes, I think that anything that slows down my skull from impact is probably a good thing," said Michael Silver. "Even if I look like a doofus."

If that is not enough to put a crimp into the Han's Market business model, this probably will: The city occasionally gives away free helmets, with fittings included, at scheduled events throughout the year.

The next Brooklyn giveaway will take place on September 29 at the Atlantic Antic street festival.

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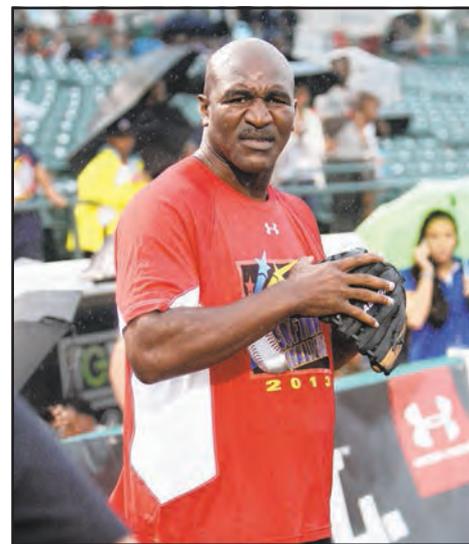
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SEEING STARS: (Above) New York Giants defensive end Justin Tuck stands ready at the plate of the celebrity softball game at MCU Park on July 12. (Center) The event also featured topless men advertising a suit drive for Men's Wearhouse. (Right) Boxing champ Evander Holyfield warms up. Photos by Steve Solomonson



Stars play softball for a good cause

BY COLIN MIXSON

MCU Park played host to a game of celebrity softball on July 12, where New York Giants defensive end Justin Tuck and heavy-weight boxing champ Evander Holyfield went up against the less-than stellar athleticism of realty stars such as Vinny Guadagnino of "Jersey Shore" fame.

"It was great, if you like

really bad softball," said Bruce Garber, zone operations manager for Men's Wearhouse, who was at the event promoting the clothing chain's annual suit drive.

It was a rainy Friday evening, which got the game off to a late start. It plodded along at a snail's pace, with the less-athletic celebrities doing what they could, and the actual athletes playing it safe to avoid injuries, according to Garber.

"It was kind of a wash-out," he said. "The players were walking on tip toes to keep from slipping."

In the end, there were only around 1,000 fans in the stands and the two celebrity teams drew a tie at 10-10, but it was all for a good cause.

Proceeds from the evening went to help victims of Hurricane Sandy, while the folks from Men's Wearhouse, which helped sponsor the event, were able to

raise awareness to their suit drive, with which they hope to donate 150,000 suits to men in need.



SWINGER: Vinny Guadagnino came all the way from the "Jersey Shore" to step up to the plate and bat in the celebrity softball.

Photo by Steve Solomonson

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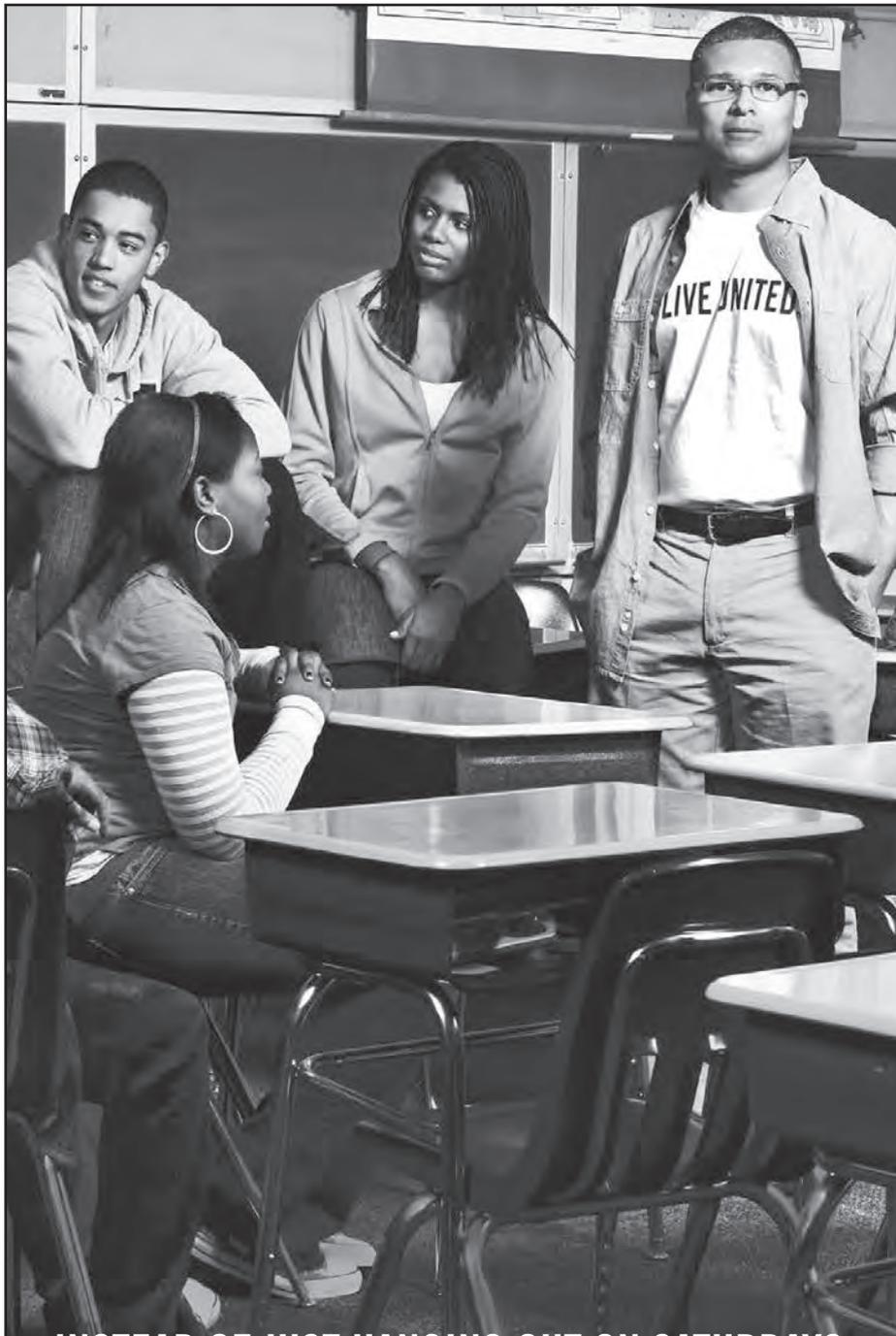
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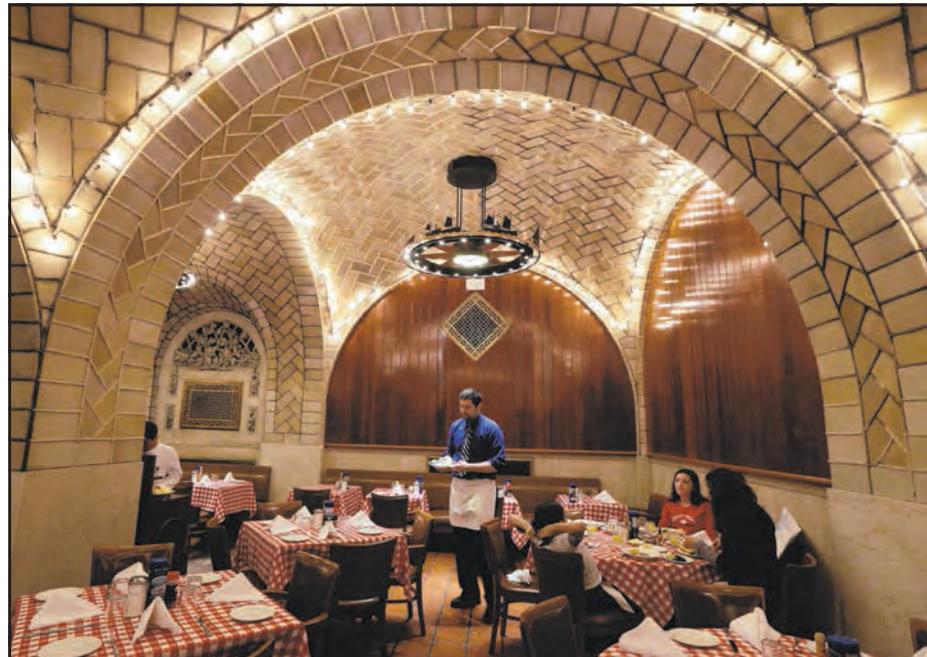
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RAW: The iconic Grand Central Oyster Bar, which opened inside Grand Central Terminal in 1913, is expanding to Park Slope.
AP / Kathy Willens

FAMED OYSTER BAR COMING

BY NATALIE MUSUMECI

Next stop, Park Slope!

The famed Grand Central Oyster Bar is opening a Park Slope outpost, a source close to the historic restaurant confirmed.

The iconic seafood eatery, known for its vaulted ceilings and mollusk selection, is moving into a triple-wide storefront on Fifth Avenue near Carroll Street, Gothamist reported. The space previously housed Fornino but it has been sitting empty since the Italian joint closed earlier this year.

The history-rich oyster bar is expected to open its Park Slope location later this year, the source said.

The space that the restaurant is slated to take over is one of the largest storefronts in Park Slope.

The original oyster bar is a 450-seat landmark that opened in 1913 along with Manhattan's Grand Central Terminal itself. The new restaurant will be the company's first in Brooklyn — and its first to be housed some place other than a mass transit hub. The Oyster Bar already has a loca-

tion inside Newark Liberty International Airport in New Jersey and two in Tokyo train stations.

Brooklyn-based actress and restaurateur Debi Mazar considered opening a restaurant in the old Fornino location but scrapped the plans because, as she tweeted in April, the "landlord tripled [the] rent and wants McDonald's or Olive Garden."

No word on whether the new oyster bar will recreate its namesake's vaulted ceilings or come with a massive inter-city train station.

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Vandal tags Bay Ridge churches, Jewish center

BY WILL BREDDERMAN

A man armed with red spray-paint vandalized half a dozen religious buildings in Bay Ridge overnight on July 29 — and police sources say they have brought the likely culprit in for questioning.

The vandal allegedly defaced religious images, doorways, flagpoles, and walls at Union Church of Bay Ridge at the corner of 79th Street and Ridge Boulevard, Holy Cross Greek Orthodox Church at the corner of 84th Street and Ridge Boulevard, Bay Ridge Jewish Center at the corner of 80th Street and Fourth Avenue, Saint Maensurry's Antiochan Orthodox Church on Ridge Boulevard between 80th and 81st streets, and Saint Anselm's Church on 82nd Street between Third and Fourth avenues.



NO RELIGION: The vandal spray-painted the word "No" on the doors and walls of several Bay Ridge religious institutions, including Union Church. Photo by Arthur De Gaeta

He is believe to have also tagged a building at the corner of 81st Street and Ridge Boulevard now belonging to Bay Ridge Preparatory School — a non-denominational private academy — that had formerly been

the property of Union Church. Officials at the houses of worship described the crime as the act of a madman.

"I don't think there is any reason why anyone would harm this church, I see this as the work of someone who is unwell," said Father Anthony Alimnonu of Saint Anselm's, where the desecrator drenched a crucifix in red paint. Several statues in the garden at Saint Anselm's suffered vandalism in June.

Alimnonu said he believes there is no connection

between the two incidents, and — given the number of other institutions hit with graffiti — does not think Saint Anselm's is a target.

"This is a very quiet community, this is a very loving community," the priest said. "We do not feel like we are under siege."

A spokesperson for the Bay Ridge Jewish Center echoed Alimnonu's sentiments.

"It wasn't really threatening. It just seemed like somebody who wasn't right in the head," said an administrator at the synagogue and community center, who declined to give her name.

Still, the desecration was cause for anger.

"It's a shame, it's frustrating. It looks terrible," said the administrator. "People were upset. It's our building, it's our property,



IN DISBELIEF: Pastor Stephen Saffron of Saint Anselm Church looks downcast after viewing the red spray-painted crucifix in front of the Bay Ridge house of worship on Tuesday.

Photo by Paul Martinka

and it's been defaced."

The 68th Precinct brought a man in for questioning in connection to the vandalism around noon on

Tuesday, though police had not arrested him or charged him with any crime. But a source at the precinct said *Continued on page 22*

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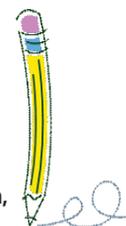
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Cops: Serial crook targeting seniors

BY COLIN MIXSON

Cops are hunting a robber who's been holding up older men in Mill Basin, East Flatbush, Flatlands and Canarsie, and is suspected in 14 crimes perpetrated over the course of 21 days.

The 63rd Precinct became aware of the serial crook after he robbed a 70-year-old man on E. 40th Street on July 10, taking his jewelry.

The victim told police that he was between Avenues H and I at 11:30 am, when the thief drew a silver pistol on him and stripped him of his valuables.

The crook's latest victim was a 50-year-old man he robbed on E. 95th Street in East Flatbush on July 31.

That victim told police he was between Avenues A and B at 11:45 am, when the crook stopped him, a silver pistol in hand, and took his jewelry.

The robber is described as a young black man with

a light complexion, between the ages of 18 to 25 and short, measuring just 5 feet-5 inches. He was last seen wearing a light-colored baseball hat.

The thief tends to operate in the daylight hours, with his earliest robbery perpetrated at 9:25 am and his latest at 5:25 pm.

His victims range in age from 48 to 78 years of age, cops said.

Anyone with information regarding the crook is asked to call Crime Stoppers at 1 (800) 577-8477. The public can also submit tips by logging onto the Crime Stoppers website at www.nypdcrimestoppers.com or by texting their tips to 274637 (CRIMES) then enter TIP577. All calls are kept confidential.



BUSY BANDIT: Cops believe the man pictured is responsible for holding up 14 men at gunpoint throughout Mill Basin, Flatlands, East Flatbush, and Canarsie over the course of 21 days. NYPD

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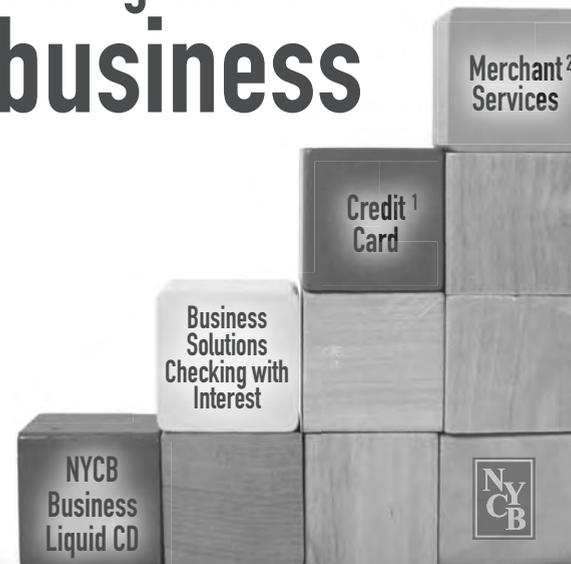


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Subject: Success Academy Tour

Date: Monday, August 26, 2013 10:47:37 AM Eastern Daylight Time

From: Norah Cooney

To: [REDACTED]

Ms. Fiorica,

As discussed in the attached letter that Ms. Moskowitz sent to Mr. Eng on July 2, 2013, Success Academy Charter Schools is applying to open a new public charter school in Community School District (CSD) 21. In order to help you learn more about our schools, we are scheduling a tour of one of our existing schools on **Wednesday, September 25, at 9:00am**. We would like to invite you and other interested members of CEC 21 to attend.

The tour will be at Success Academy Williamsburg, located at 183 South 3rd Street, 4th Floor, Brooklyn, NY 11211. Please let me know if you or other members of CEC 21 are able to attend.

Thank you for your time, and please do not hesitate to contact me if you have any questions.

Best regards,
Norah Cooney

Norah Cooney – Associate Director of External Affairs

[REDACTED]
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Subject: Success Academy Tour

Date: Monday, August 26, 2013 11:00:25 AM Eastern Daylight Time

From: Norah Cooney

To:

CC:

Ms. Elias-Pavia and Mr. Guarinello,

As discussed in the attached letter that Ms. Moskowitz sent to you on July 2, 2013, Success Academy Charter Schools is applying to open a new public charter school in Community School District (CSD) 21. In order to help you learn more about our schools, we are scheduling a tour of one of our existing schools on **Wednesday, September 25, at 9:00am**. We would like to invite you and members of Community Board 11's education committee to attend.

The tour will be at Success Academy Williamsburg, located at 183 South 3rd Street, 4th Floor, Brooklyn, NY 11211. Please let me know if you or other members of Community Board 11's education committee are able to attend.

Thank you for your time, and please do not hesitate to contact me if you have any questions.

Best regards,
Norah Cooney

Norah Cooney – Associate Director of External Affairs

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Subject: Success Academy Tour

Date: Monday, August 26, 2013 11:24:07 AM Eastern Daylight Time

From: Norah Cooney

To: [REDACTED]

Ms. Perkins,

As discussed in the attached letter that Ms. Moskowitz sent to Mr. Spinelli on July 2, 2013, Success Academy Charter Schools is applying to open a new public charter school in Community School District (CSD) 22. In order to help you learn more about our schools, we are scheduling a tour of one of our existing schools on **Wednesday, September 25, at 9:00am**. We would like to invite you and other interested members of CEC 22 to attend.

The tour will be at Success Academy Williamsburg, located at 183 South 3rd Street, 4th Floor, Brooklyn, NY 11211. Please let me know if you or other members of CEC 22 are able to attend.

Thank you for your time, and please do not hesitate to contact me if you have any questions.

Best regards,
Norah Cooney

Norah Cooney – Associate Director of Advocacy



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Subject: Success Academy Tour

Date: Monday, August 26, 2013 11:35:15 AM Eastern Daylight Time

From: Norah Cooney

To: [REDACTED]

Mr. Needle,

As discussed in the attached letter that Ms. Moskowitz sent to you on July 2, 2013, Success Academy Charter Schools is applying to open a new public charter school in Community School District (CSD) 22. In order to help you learn more about our schools, we are scheduling a tour of one of our existing schools on **Wednesday, September 25, at 9:00am**. We would like to invite you and members of Community Board 18's education committee to attend.

The tour will be at Success Academy Williamsburg, located at 183 South 3rd Street, 4th Floor, Brooklyn, NY 11211. Please let me know if you or other members of Community Board 18's education committee are able to attend.

Thank you for your time, and please do not hesitate to contact me if you have any questions.

Best regards,
Norah Cooney

Norah Cooney – Associate Director of External Affairs

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Boro leaders blame GOP for food stamp cuts

BY CHRIS ENGELHARDT

Queens elected officials blasted House Republicans last week for passing a revised farm bill that stripped funding for the Supplemental Nutrition Assistance Program, commonly known as food stamps, but retained agriculture subsidies.

The House approved the legislation by a vote of 216-208 July 11, removing funding for SNAP as well as the Emergency Food Assistance Program, also a federal program, which provides emergency food to low-income individuals.

The original farm bill was voted down by the House June 20 234-195. The House acted after the Senate passed a five-year farm bill June 10 to reauthorize agricultural programs, with a final vote of 66-27.

The original bill — which would have slashed



U.S. Rep. Joe Crowley (c.), at a press conference in June decrying cuts to the food stamps program, said the city may now lose an estimated 200 million meals.

more than \$20 billion from the food stamp program — was met with criticism from U.S. Rep. Joe Crowley (D-Jackson Heights), who joined representatives

from Food Bank for New York City at a press conference in June to decry the proposed cuts.

Queens officials, including Crowley, expressed

concern over last week's vote and called the decision unacceptable.

"For decades, Congress has agreed that as we make investments to

help American farmers, we must also help put some of that food on the tables of our most vulnerable," he said. "Unfortunately, that long-standing agreement was broken when House Republicans brought to the floor a bill to renew our farm assistance programs, but not our nutrition assistance programs.

"That's not acceptable," he continued. "It's not humane and I will keep up the fight to make sure Congress focuses as much on helping hungry children, families and seniors as it does our farming programs."

Rep. Grace Meng (D-Flushing) decried the decision and said it "stabs in the back" millions of people who depend on the programs, including the poor and elderly.

"After the original farm bill was defeated last month, I applauded the

House for throwing it in the trash, and that's where this revised measure belongs as well," Meng said. "I support the agricultural industry and will continue to do so, but I refused to support a draconian bill that does not fund food stamps and fails to address our nation's agriculture policy in the proper way."

According to Crowley, nearly 2 million residents in the city depend on SNAP. The city may lose an estimated 200 million meals for low-income New Yorkers.

The SNAP program expires Sept. 30, according to a spokesman for Crowley. It is up to Congress to reinstate it.

Reach reporter Chris Engelhardt by e-mail at cenengelhardt@cnglocal.com or by phone at 718-260-4564.

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Activist helps Jamaica suit up for opportunity

BY RICH BOCKMANN

Some people need a suit to wear to a job interview, while others need a job to interview for. Kevin Livingston has both ends covered.

The founder of 100 Suits for 100 Men was in his element as he set up shop on Parsons Boulevard in downtown Jamaica earlier this month with a clothing rack full of business attire donated by the estate of a self-made financier.

"Hey, brother, you need a suit?" he asked a passerby near the busy Parsons-Archer subway station. "Come take a look."

A wool suit may be the last thing someone is think of during a heat wave, yet nonetheless a steady stream of young men perused the clothing racks, some eagerly, some with a little prod-

ding from the community activist and his volunteers. Livingston said he is planning a similar event with women's clothes.

"A lot of people are saying put something aside for me," he said, explaining many were ashamed to accept charity.

Livingston, always dressed to the nines whether he is at his day job as a manager at Carver Bank or standing on a street corner decrying gun violence, sized up his prospects not only for pant lengths and jacket sizes, but also for their employment situations.

"It feels good; we're creating more opportunity, coming out where they're at," he said. "If they need a suit, we've got that. If they need a job, I'll help them enroll at the back-to-work program at Goodwill and

guide them through the whole process."

The Goodwill Store, at 92-31 Union Hall St., offers help with résumé building, networking skills and job placement.

According to the state Department of Labor, Queens' unemployment rate in May was 7.4 percent, down from 8.4 percent a year earlier.

Kristin Bergfeld, of Bergfeld's Estate Clearance Service, provided Livingston with more than 100 articles of clothing once owned by a well-known Wall Streeter.

"You'd know him if I told you his name," she said.

The mystery man came from humble beginnings in Brooklyn and, with little formal education, made a career in finance and be-

Continued on Page 34

SE Queens health clinic tackles obesity in culturally diverse naves

BY RICH BOCKMANN

On the heels of the American Medical Association's designation of obesity as a disease, a downtown Jamaica health clinic is launching a culturally tailored campaign to help southeast Queens fight the battle of the bulge.

"I think that to designate obesity as a disease will help people think of it not just about body image terms," said Catherine Abate, of the Community Healthcare Network, which last month cut the ribbon on its new clinic, at 90-04 161st St. "It's really about making people healthier."

In Jamaica, 23.9 percent of adults are obese with a Body Mass Index of 30 or greater, according to a survey conducted by the city Department of Health.

The network — which

also has clinics in Manhattan, Brooklyn and the Bronx — will launch "Everybody's Plate" and has introduced a downloadable cookbook that offers up healthy versions of traditional regional dishes.

"It reflects the patients we have. We did some Chinese, Caribbean and African-American recipes," Abate said. "We wanted to look at some of the most popular dishes and try to offer recipes that are simpler and also healthier."

Recipes for Caribbean Shepherd's Pie, Vietnamese summer rolls and alcapurrias — Latin American ground beef fritters — substitute herbs and spices for fats and salt to create healthier options.

A CHN nutritionist will take shoppers through the Key Foods on Jamaica Avenue Tuesday to show

them how they can make healthy purchases for a family of four on a \$150 budget.

The campaign also includes "BFit" texts in both Spanish and English that offer daily health tips.

"Get off of the subway or bus one stop before your regular stop," one reads. "Extra walking is good for the body and the mind."

Abate said the AMA's decision is long overdue, and she hopes it will cause a sea change in the way medical providers think about the relationship between health and diet.

"Unfortunately, too many providers go through medical school and spend only a couple of hours on nutrition," she said. "So many times doctors do not proctor their patients."

Aside from diabetes
Continued on Page 34

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Study says MetroCards will cost \$168 in 10 yrs.

BY PHILIP NEWMAN

If the MTA keeps raising transit fares every two years, a monthly unlimited MetroCard could cost \$168 in 10 years, the Straphangers Campaign said, criticizing the transit agency for what it called “constant fare hikes that overburden riders.”

But MTA spokesman Aaron Donovan said “this report is a hypothetical math exercise. What’s real is the \$800 million in recurring annual cost cuts we’ve made since 2010. And as the report acknowledges on the first page, when you take inflation into account, their hypothetical increase is only 15 percent in the next 10 years and a subway ride still costs 18 percent less than in 1996.”

The Straphangers said the 30-day MetroCard would jump from \$112 to \$168 in a decade, the seven-day card from \$30 to \$45 and the base fare from \$2.50 to \$3.75 per ride.

The Straphangers said the Independent Budget Office conducted the study at the request of the transit advocacy group.

The Straphangers’ analysis assumes continuation of subway and bus fare increases of 8.4 percent every two years, which the MTA began in 2011 and



Larry Hellenberg, of Manhattan, buys a MetroCard at the Union Square subway station in 2009. A recent study found that a monthly card will cost nearly \$170 in 10 years if the MTA continues increasing fares every two years. AP photo/Mary Altaffer

repeated in 2013. The MTA has referred to the increases as “moderate.”

The current MTA four-year financial plan includes another 8.4 percent increase in 2015 and again in 2017, Straphangers said.

“These fares are too damned high,” said Gene Russianoff, attorney for the Straphangers Campaign. “These fare hikes will burn the riders and discourage them from using mass transit.”

Donovan said some costs are beyond the MTA’s control, including pension, health and fuel costs.

The MTA spokesman said the agency had cut \$800 million annually from its operating costs since 2009 and expected to cut \$1.3 billion annually within the

next four years.

Much of the problem is the result of the fact that New York City places a heavier financial burden on its riders than most other transit systems nationwide.

The IBO said the fare-box recovery ratio — passenger fare revenue divided by operating expenses — was 58 percent for New York City subway and buses, compared with ratios of 44 percent in Chicago, 38 percent in Boston and 36 percent in Philadelphia.

Russianoff said he was looking to Gov. Andrew Cuomo and state legislative leaders to find new funding sources to avoid or soften the looming steep increases.

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Police released new images of a man they want in connection with the stabbing of a Woodhaven teen. Images courtesy NYPD

Search is on for suspect in Woodhaven stabbing

BIANCA FORTIS

Police were still on the hunt for a man wanted in the stabbing of a 17-year-old Woodhaven girl, and they have released new photos of the person who they believe may be the attacker.

On July 29 at about 11:25 p.m., Natasha Martinez was walking home from her job at a nearby McDonald's. As she reached the front door of her house, an unidentified man approached the teen and stabbed her repeatedly in the back and torso. Police said he may have followed her from work or from a bodega where she had stopped for a snack.

The attacker immediately fled. The girl's mother, hearing her daughter's screams, came to the door where she found the girl

on the ground covered in blood.

Martinez was listed in stable condition at Jamaica Hospital, police said.

Police have released new surveillance photos of the man they believe assaulted Martinez. He is a black male and appears to be wearing a black T-shirt in the photos.

Police earlier had released photos of another suspect, a man in a light-colored hooded sweatshirt.

Officials said they were investigating whether the incident was related to a prior feud Martinez had with a member of a gang.

A spokesman for the police said Wednesday it was "one of many investigative theories" they have.

Law enforcement officials Monday had questioned a suspected member

of the Latin Kings gang about his possible involvement in the crime, according to a New York Post report. He was later released and no charges were filed.

The attack initially seemed to be unprovoked. Police were even investigating whether it was tied to an earlier stabbing in June, prompting concerns about a serial stabber.

In the first attack, a 36-year-old Queens Village woman was arriving home from work at 4:45 a.m. when a man in a black hoodie approached her and stabbed her several times in the throat.

Anyone with information about the stabbing is encouraged to call Crime Stoppers at 1-800-577-TIPS. All calls will be kept confidential.

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All-Star Game returns with swagger to Qns.

by Lloyd Carroll
Chronicle Contributor

It took a little over 49 years but the Midsummer Classic, the Major League Baseball All-Star Game has returned to Queens.

Unlike 1964, when Phillies outfielder Johnny Callison hit a dramatic three-run home run in the bottom of the ninth inning at Shea Stadium to win the game for the National League, the All-Star Game is literally more than just a game.

The All-Star Game has become a five-day celebration of baseball as the host city gets to have a Fan Fest for all the days, while the stadium of the home team is utilized for three days.

On Sunday, there was a double-header at Citi Field. Kicking things off was the Futures Game as the best minor leaguers gathered with American players, taking on those who live outside the country. That was followed by the Celebrity Softball Game, comprised of notable former baseball players and current entertainers.

Monday was the Home Run Derby and Tuesday was the actual All-Star Game, which the American League won 3-0. The overall economic effect is quite huge for the host city.

The All-Star Game is also a boon for local communities as Major League Baseball has



Team USA poses prior to the annual Futures Game, which features up and coming minor league stars born in the United States against those from the rest of the world. PHOTO BY LLOYD CARROLL

a proven track record of helping nonprofit organizations. Last Friday, MLB and Mets officials made a visit to the Boys & Girls Club of Metro Queens in Richmond Hill, where they donated \$250,000 to help build a 3,000-square-foot teen center and café.

Mets CEO Fred Wilpon has been very active in helping military veterans in a multitude of ways, and last Monday he, along with Mayor Bloomberg and Baseball Commissioner Bud Selig, visited the St. Albans Community Living Center for Veterans to

unveil renovations to the facility.

General Motors' Chevrolet division is the title sponsor of the Home Run Derby and part of its contract with MLB is to award lucrative grants to eight [the number of players competing in the slugfest] local sandlot baseball programs. For some reason, the various Little League programs in Queens were overlooked.

The All-Star Game and its related activities were an opportunity for the Mets, who have not had a lot to cheer about in recent years, to celebrate their past and even a touch of the present.

Ed Charles and Art Shamsky, who were both of the 1969 Miracle Mets, signed autographs for attendees at the All-Star Game Fan Fest held at the Javits Center.

Edgaro Alfonzo, the Mets' third baseman on their National League pennant-winning team in 2000 that lost to the Yankees in the World Series, as well as being a Bayside resident, was inducted into the Hispanic Heritage Baseball Museum & Hall of Fame at a ceremony during the Fan Fest last Saturday.

The Mets, as is their wont, found themselves in a bit of a controversy, the week leading up to the All-Star Game when manager Terry Collins announced that his ace pitcher, Matt Harvey, would skip his scheduled start against the Pittsburgh Pirates because of a nagging blis-

ter on his pitching hand.

There was understandable skepticism and debate among both fans and sports pundits about the importance of a regular season game versus a glorified exhibition game, which the All-Star Game is.

National League All-Star manager Bruce Bochy admitted at a press conference on Monday that he consulted with Collins about Harvey's workload because he wanted him to start the game on his home field. An hour later at a press availability session with players and coaches [Collins was named a coach by Bochy], he basically admitted that he was resting Harvey so that he could have this honor. "This is a huge moment for our organization," Collins said.

The Mets announced Sunday that Mike Piazza, who was at Citi Field to take part in the celebrity softball game, would be inducted into their Hall of Fame on Sept. 29. The Mets are hoping that the ceremony will serve as an endorsement for his candidacy to enter the National Baseball Hall of Fame in Cooperstown, NY. The voting members of the Baseball Writers Association of America decide who gets the privilege. Candidates need to be named on 75 percent of the ballots cast.

Dwight "Doc" Gooden was another former Mets star who took part in the softball game. He recently wrote a memoir titled "Doc" that described what the effects of alcohol dependency and drug addiction did to him and those he loved. "I want others to avoid the mistakes that I made," he said.

Entertainers who took part in the celebrity game were comedy actor Kevin James, Fox News anchor Brian Kilmeade, actress and clothing entrepreneur Alyssa Milano and singer Ashanti.

Meanwhile, baseball Hall of Famer Frank Robinson, who played in the 1964 All-Star Game, surveyed the chaotic scene in the Citi Field press room. Robinson, renowned for being a no-nonsense type, was asked whether there was this kind of glitz and pageantry when he played in All-Star games. "No, thank goodness," he said shaking his head.

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Sentencing for gang assault

Donnell Coleman, the man convicted in March of first-degree gang assault, was sentenced to 18 years in prison on Friday.

According to court testimony, on Nov. 27, 2010, Coleman and eight to 10 others were inside a club in Forest Hills when the group punched and kicked the victim, Haroon Walfall, 33, of Rosedale, repeatedly about the face, head and torso.

It was said that the altercation started over a woman.

Walfall, who had an enlarged heart, sustained bruising, swelling, bleeding

and lacerations to his face and neck.

He subsequently died that morning from a heart attack.

"The defendant in this case showed no mercy to his victim when he led an attack on him, which resulted in his death," District Attorney Richard Brown said in a statement. "The sentence imposed is appropriate for such a vicious and senseless attack."

According to the DA's office, the eight or so individuals involved in the altercation were never apprehended.

— Tess McRae

Queens rap group reps boro at MoMA PS 1

continued from page 25

"He always gets lost," they said of Jones, adding that they want to put a tracker on him like one for finding lost keys. They joke about Prince SAMO's fear of roller coasters and the dark. "I sleep with white Christmas lights on in my room," Prince admitted.

The group has grown a lot in the last few years.

They now practice a few times every week, brainstorming rhymes as well as practicing their stage presence to ensure the crowd is being revved up and planning who has the mikes so not all six voices have the lime light at the same time.

"We always felt like we didn't fit in," said Nigel Nasty, who describes their sound as alternative and as rebellious fun.

"We aren't just rappy-rap," he said. Judges in contests they were competing in weren't handing them good marks. And a show on a frigid winter day two years ago in Flushing taught them the importance of sound checks, getting paid and reliable pants. (Nigel Nasty unfortunately had to deal with a weak seam.)

But in the last year they have gained some recognition. The Village Voice has blogged about them as up and comers a couple of times and Complex Music, a music news site, named World's Fair as one of 10 new New York rap groups to watch out for.

The internet has allowed them to gather a bigger fan base, they said, which has pushed them lyrically.

In the soon to come "Bastards of the Party," they delve into deep subjects like not knowing their fathers and being broke, which is the heart of the final track "Black Listed."

"It's hard to listen to it without crying," Remy Banks said.

"It's real-life stuff," rapper Cody B Ware said.

They have also grown by locking down about two shows a month in New York as well as nationally and internationally.

But one stage that still tops their to-do list is the Queens Museum, a remnant of their namesake.

"It's a dream to perform there," Lanksy Jones said. "We're from Queens performing in the heart of Queens."



Part of World's Fair, here at the Gantries last Thursday evening, will perform on Aug. 17 at MoMA PS 1. Standing is rapper Remy Banks with rapper Prince SAMO, left, friend Renny, DJ Thoth and group manager Affan Arif.

PHOTO BY JOSEY BARTLETT

Warm Up series with World's Fair

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► kids & education

Getting girls engaged in constructive playtime

How many times have you walked into your child's classroom only to see the boys and girls separated into two different groups, playing with completely different toys? The boys are likely huddled around the building blocks, creating skyscrapers and forts, while the girls are busy painting and coloring.

Sure, you can chalk it up to society's gender expectations to explain this play divide but does it mean girls have no interest in construction play at all? Unsurprisingly, the answer is no. In fact, girls have just as much to gain from building as boys and equally enjoy playing with construction toys. Toy companies that specialize in designing building toys have long researched the patterns of construction play among girls, specifically, and understand its long-term benefits. Parents of girls, furthermore, should ensure their daughters are getting this valuable playtime with building toys.

From developing language skills to boosting a sense of achievement, construction play serves as a stepping-stone for a young child's intellectual future.

"Playing with building toys provides children an ideal way to engage in discovery-based learning," says Dr. Maureen O'Brien, developmental psychologist and child play expert. "It is through this type of learning that children are able to build their confidence through trial and error and develop a



sense of achievement, enabling them to physically link their world to the play world, building their brains in the process."

The learning benefits of block play are further enhanced when layered with open-ended, imaginative play, such as make-believe with dolls. Children begin to understand their world and give it perspective by playing with toys that enhance exploration through customization and storytelling. This combination of block play and role play is a boost to your child's development.

Understanding that girls love and benefit from creative construction as much as boys do, O'Brien has some tips on incorporating building play as a regular

activity for your daughter:

- **Make construction playtime a group activity** - Given the opportunity to build, girls equally excel at the building process and generate the same levels of satisfaction as boys. By making construction playtime a group activity, girls are also able to spend more time collaborating with one another over a building project. By assisting, affirming and supporting each other, girls are strengthening their interpersonal relationships. They are also developing their imaginations and resilience through conversations and collaborations during the process of their building project.

- **Emphasize storytelling** - Girls love the storytelling aspect of playtime. It

allows them to create and express themselves in a fun environment where the possibilities are endless. By connecting a story to their creation, children learn and understand problem solving skills, language development and the elements of decision making - all important next steps in the learning process. Construction toys designed specifically for girls can help them tell their story.

- **Incorporate familiar characters girls love** - A way to familiarize girls with construction play is with characters they already know and love.

- **Join and guide the fun** - Playing with your daughter during building time increases her chances of learning from the activity. Even when parents and children sit and walk through building instructions together, the children are exposed to the problem solving skills needed to assemble the construction set. In addition, by building together, parents are exposing kids to innovative new ways of thinking, sparking creativity and showing a new way to understand the activity.

O'Brien encourages parents to break through the traditional playtime expectations to instill life-long benefits of construction play - especially for girls. The cognitive, spatial and interpersonal skills they will acquire through a simple shift in their play routine can expose them to numerous future opportunities.

Courtesy BPT

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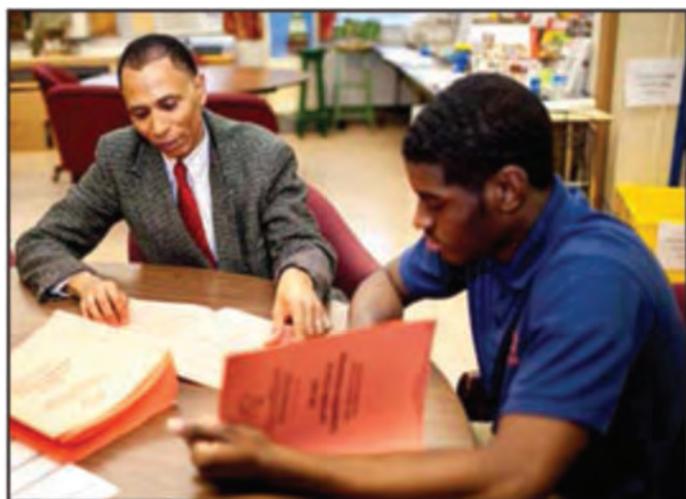


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Include Immunizations on Your Back-to-School Checklist

By Susan Beane, MD



It's back-to-school time, when parents are busy making sure that their children have everything they need to start the school year on the right foot.

If you're like many other parents, you probably have a checklist of things you need to do or purchase before your child returns to school. But one thing

parents often neglect to check is whether their children are up-to-date with their immunizations.

In addition to buying pencils, pens, books, backpacks, and new clothes, you should also make sure your child is up-to-date on immunizations. Vaccines are the best way to keep kids healthy and protect them against life-threatening illnesses, including mumps, measles, rubella, influenza, and many others.

A large population of unvaccinated people – many of them children and teens – has caused some of these diseases to become a growing threat. For example, measles outbreaks were four times greater in 2011 than in previous years.¹ And, pertussis (whooping cough) has been on the rise in 2012. The Centers for Disease Control and Prevention (CDC) states that as

of July 5, 2012, 37 states have reported increases in pertussis compared with the same time period in 2011.²

By neglecting to schedule an immunization, you could be putting your child at risk for a serious health problem. Because the diseases requiring immunizations tend to be highly infectious, leaving your child unvaccinated also puts other children at school and in your community at risk.

Fortunately, there's a simple solution to taking the guesswork out of determining whether your child's immunizations are up to date: contact your pediatrician. If you don't have a pediatrician, be sure to visit a health clinic in your community and discuss childhood immunizations with a doctor there. You should also check with your school to see if it requires your child to have any

immunizations before returning to the classroom.

Making sure that your child has all the necessary immunizations may be the most important item you need to check off on your back-to-school checklist.

*Dr. Beane is Vice President and Medical Director at Healthfirst. For more tips on leading a healthier lifestyle, visit the **Healthfirst Healthy Living** website at www.hfhealthyliving.com.*

REFERENCES

1. WebMD. Children's Vaccines Health Center. <http://children.webmd.com/vaccines/news/20120419/us-measles-cases-outbreaks-quadruple-in-2011>
2. Centers for Disease Control and Prevention (CDC). Pertussis (Whooping Cough) Outbreaks. <http://www.cdc.gov/pertussis/outbreaks.html/>

Summer photo contest is on!

The Queens Chronicle's fifth annual Summer in the Borough Photo Contest is underway, and you're invited to join in!

Take your best shots of children playing, workers working, lovely landscapes — whatever you think best says "summer in Queens." Then send 'em on in.

Our main requirement is that the photos be taken in the borough. Creativity is key, of course. We also ask that you give us all the details you can about your submission, especially the location, the names of any people in the photo, whenever possible, and when the shot was taken. Some entrants give us a whole backstory, and that's never a problem.

And please tell us whether you're an amateur or professional photographer.

The winner will receive tickets to an off-Broadway show or other family-friendly performance in or around the city, and will see his or her photo published in the Chronicle, along with more of the fine entries we know we'll receive.

So send your high-resolution digital photos to peterm@qchron.com, or snail-mail prints to Queens Chronicle Photo Contest, 62-33 Woodhaven Blvd., Rego Park, NY 11374. The deadline is Aug. 26. Good luck!



PHOTOS COURTESY ED TUDISCO

Howard Beach Kiwanis gets its hands dirty

Members of the Howard Beach Kiwanis Club grabbed their shovels and other gardening tools and got their hands dirty earlier this year in an effort to beautify the neighborhood still struggling to fully recover from Hurricane Sandy.

Taking their skills — and a bed of pansies and marigolds — to a bare patch of dirt

around a tree near the intersection of Cross Bay Boulevard and the Belt Parkway, Kiwanians Frank Ladone, left, Dino Bono, the Rev. Ronald Joseph and his son, and Howard Beach Kiwanis President Ed Tudisco, stepped in to help add a piece of beauty to the neighborhood.

The small garden sits only steps from the

Bernard Fineson Center, which is scheduled to open as a senior housing facility run by Catholic Charities later this year, and is located in an area heavily trafficked by both cars and pedestrians near the confluence of Howard Beach, Lindenwood and Ozone Park.

— Domenick Rafter

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PHOTOS COURTESY FOOD BANK FOR NEW YORK CITY

Food pantry reopens

The Jewish Community Council of the Rockaway Peninsula held a ribbon-cutting ceremony Monday for the newly retrofitted "Client Choice Pantry," at 1525 Central Ave. in Far Rockaway, which was damaged in Hurricane Sandy. It was financed by a grant from the Food Bank for New York City.

"It comes as no surprise that particularly after the devastating effects of Sandy, the food pantry at the JCCRP is seeing more clients than ever before," said Nathan Krasnovsky, executive director of JCCRP.

The pantry is designed for low-income residents to browse the pantry shelves, above, while providing a comfortable experience.

Additionally, the newly renovated space will enable the JCCRP to attract clients who have shied away and could benefit from other services they have to offer in order to help them rebuild their lives.

The pantry has attracted patrons from as far away as Rosedale and Howard Beach.

Cutting the ribbon are Dominique Jones, top left, chief programs officer Food Bank For New York City; Camesha Grant, Food Bank For New York City's senior director of member services; Councilman Donovan Richards; Krasnovsky; Assemblyman Phil Goldfeder; state Sen. Joe Addabbo Jr. and JCCRP Chairman Richard Altabe.

Backpacks for homeless kids

America Works of New York, Inc., an employment company for hard-to-place individuals, and Volunteers of America are uniting for "Operation Backpack," a program that aims to provide New York City children living in shelters with backpacks full of school supplies for September.

"We are delighted to help provide New York City's disadvantaged children with some of the basic tools they need to succeed in school," said Dr. Lee Bowes, chief executive officer of America Works of New York. "America

Works has always been deeply concerned with the homeless population in the city and we urge all New Yorkers to visit one of our five drop-off locations throughout the city and donate to this very worthy cause."

Backpacks and school supplies can be dropped off at any of America Works' offices citywide. They have two Queens locations: 88-11 165th St., 9th Floor in Jamaica and 1600 Central Ave. 5th floor in Far Rockaway.

The drive began on Monday and lasts through Aug. 9.

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Home Care explained



Expert Advice

Editor's Note: "Expert Advice" is a semi-regular column that invites a guest writer to discuss their area of expertise.

With people living longer and the health care delivery system faced with shrinking dollars to care for the aging population, many elderly patients are remaining in their homes and still receiving services.

The service is called Home Care. As people are faced with more and more illnesses but want to be cared for in the comforts of their own home, Home Care has grown considerably over the last 20 years.

It is recommended that you use a company that can provide a variety of the types of care needed. The variety of services which can be provided in the home include nursing, physical therapy, occupational therapy, speech language therapy, medical social work, home health aide, homemakers and housekeepers, audiologists, nutritionists and physician services.

What home care can provide is the highest quality of care to each and every individual. For each

patient, an initial nursing assessment is performed to determine the needs for care.

Once any insurances are verified, an interview is arranged between the nurse of the home care company and the client along with a family member if desired. A plan of care can then be documented and the menu of services to be provided are arranged and scheduled with a date for start of care.

They might include an occupational therapist one day and a home health aide the next.

Patients and their family should insist that each member of the field staff undergo a complete and comprehensive pre-employment screening, which includes verification of identification and professional references. Meet with each therapist beforehand and make sure they complete ongoing professional training in their field.



Alan Chen is director of business development at Rockaway Manor Home Care in far Rockaway.



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126th Annual Feast

Wednesday July 10th
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Sunday July 14th
 Dancing of the
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 1:00pm to 6:00pm

Wednesday July 17th
 Giglio Night Lift
 Celebration 8:00pm

Tuesday July 16th
 Feast Day of Our Lady
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 Processions with Our
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 11:00am & 4:00pm

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NEWS OPINION 8 ENTERTAINMENT 16 CLASSIFIED 29 SERVICE 37 OBITUARIES 40 SPORTS

Sketch of Stabber

Police have released a sketch of the livery cab driver wanted in the deadly attack of two men in Woodside on July 13. Just before 5 a.m., Isaac Martinez, 26, and Carlos Perez, 33, hailed a cab in front of 68-10 Roosevelt Avenue, but got into an argument with the driver. The two men were stabbed by the suspect, and both were rushed to Elmhurst Hospital. Martinez was pronounced dead on arrival, while Perez is listed in stable condition. The suspect is believed to be between 5'3" to 5'8" tall and weighing between 120 and 170 pounds.



Phone tips to 1-800-577-TIPS
Text tips to 274637 (CRIMES) then enter TIP577

Bizarre at the Bazaar

A store clerk at Asia Bazaar on 37th Avenue in Jackson Heights was attacked by a thief with a mace-like substance. At around 2:30 a.m. on July 7, a man in his 30's walked into the store and sprayed the clerk in the face with an irritant. While the employee was temporarily blinded, the suspect stole money from the register and fled on foot.



Two men shot

On Sunday, July 21, at around 5 p.m., two men were shot outside of 786 Miller Avenue in East New York. When police arrived at the scene, they found a 16-year-old victim with a bullet wound to his leg and an 18-year-old victim who was shot in the chest. EMS rushed both men to Brookdale Hospital, where the 18-year-old man was pronounced dead. Investigators believe the suspect was wearing all black and a ski mask, and was traveling in a tan or brown four-door sedan driven by a heavy-set woman.

Large Withdrawal

Police are on the hunt for two men who did more than just leave without tipping. On Monday, July 8, at 4:25 a.m., two suspects entered the Jackson Hole Diner at 69-35 Astoria Boulevard through a broken window and stole an

ATM machine. The pair loaded the stolen machine into a light-colored Honda CRV and took off.

Nailed Him

Police have arrested a man wanted in connection with a brutal attack in broad daylight. Police say Clifford Price, 44, was the man who picked up a hammer and beat a male victim in the face and neck in front of 934 Jefferson Avenue in Bushwick. The victim survived and was taken to Kings County Hospital. Price has been arrested and charged with two counts of assault.



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- Green Tea
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- Java Chocolate Chip
- Mocha Frappe
- Peaches & Creme
- Strawberry
- Passionfruit

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Estate Plans That Work



Expert Advice

Editor's Note: "Expert Advice" is a semi-regular column that invites a guest writer to discuss their area of expertise.

Having properly executed estate planning documents, such as a Will, Trust, Power of Attorney, Health Care Proxy or Living Will, is an essential step in the process of estate planning.

Many people think that their work is done once the documents

are signed. However, an estate plan can only be effective if it is properly implemented. What good is your Last Will & Testament if, after you die, no one knows it exists or it cannot be found? There are a few simple steps to ensure that your wishes will be carried out upon your disability or death.

Create a document or inventory that recites your pertinent financial information.

Identify your financial assets. Be sure to include all bank and investment accounts, individually owned investments (stocks, bonds and mutual funds that are not held in an account), retirement accounts, real estate, insurance policies and employee benefits.

Also, list any outstanding liabilities you may have such as mortgages, loans and credit card debt. Include your full name, other or previous names, date of birth, and Social Security number. You may also wish to specify the name and contact information for your lawyer, accountant, insurance agent, and other financial representatives. It is important to update your inventory regularly, as changes occur.

Determine where to store

your important documents. This includes estate planning documents, life insurance policies, deeds for real property, financial records, tax returns, and your inventory of financial information.

When determining where to keep your legal and financial documents, it is important to select a location that your family can locate and that they will have access to after your death. While it is not necessary to disclose the specifics of your estate plan, you want to be sure that a trusted family member or friend knows what documents comprise your plan and where they are located.

In general, your original Will should not be stored in a safe deposit box because it will be unavailable, after your death, as the bank will seal the box. Instead, you may want to consider leaving the original Will with your attorney for safekeeping. If you decide to retain your original Will, it is advisable to store it in a waterproof and fireproof container.

Advise your loved ones that you have implemented your plan. Inform a family member, such as the nominated executor or trustee as to the whereabouts of your documents.

Following these simple steps will not only alleviate some of the stress the family faces when a loved one becomes ill or passes away, but will also help to ensure that your wishes are faithfully accomplished.



Rosemary Harnisher is an attorney with the law firm of Berwitz & DiTata, LLP.

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4. School Enrollment

Use the following table to submit student enrollment information for the first five (5) operational years of the proposed charter school, including:

- Ages of the students to be served in each grade (for Kindergarten, indicate the date by which a student must turn five in order to be eligible to enroll in the charter school (December 1 or 31);
- Number of students to be served in each grade;
- Total number of enrolled students for each year of the charter term;
- Classes per grade;
- Average number of students per class; and
- Place an asterisk (*) next to the grades in which the school would enroll new students.

For existing charter school education corporations seeking authority to operate additional school(s), provide a separate additional chart and information including:

- Total number of students to be served by the education corporation in each grade (assuming the authority to operate the additional school(s) is granted); and
- Total number of enrolled students attending schools of the education corporation for each year of the charter term of the new school (which may assume renewal of the existing school); and any differences in eligible or minimum age in the same grades between schools.

If the intent is for a proposed school to offer any grades not already offered by a school within the replicating education corporation, please, provide the rationale for the enrollment plan, including;

- The reason for choosing to serve the grades specified and the number of students in each grade;
- The extent to which the proposed charter school's grade configuration aligns with the school district of its proposed location and how any misalignment may impact the school; and,
- The pattern of growth over time, including assumptions for each grade regarding student attrition and any plans to replace students or limit the intake of students; and a rationale for the pattern of growth over time for the entire education corporation including assumptions for each grade regarding student attrition and any plans to replace students or limit the intake of students.

Grades	Ages	Number of Students (Per Proposed School)					School Plan ¹ 2028-29
		Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19	
K*	4-5**	90	75	90	113	140	120
1*	5-6	100	81	110	113	140	120
2*	6-7		94	90	113	140	120
3*	7-8			90	90	101	120
4	8-9				81	81	114
5	9-10					73	108
6	10-11						102
7	11-12						97
8	12-13						92
9	13-14						88
10	14-15						83
11	15-16						79
12	16-17						75
Ungraded							
Total Students		190	250	380	510	675	1,318
Classes Per Grade		3: K 4: gr. 1	3: K 3: gr. 1 4: gr. 2	3: K 4: gr. 1 3: gr. 2 3: gr. 3	4: K 4: gr. 1 4: gr. 2 3: gr. 3 3: gr. 4	5: K 5: gr. 1 5: gr. 2 4: gr. 3 3: gr. 4 3: gr. 5	4: K 4: gr. 1 4: gr. 2 4: gr. 3 4: gr. 4 4: gr. 5 4: gr. 6 4: gr. 7 4: gr. 8 3: gr. 9 3: gr. 10 3: gr. 11 3: gr. 12
Average Number of Students Per Class		27	25	29	28	27	27

¹ If the applicant intends for the school to add grades and/or enrollment beyond the first charter term (first five years), please note the year it would achieve its full grade range and enrollment in the "School Plan" column. Please note that this column is for informational purposes only; a resulting charter agreement for successful applicants includes only activity within the five year term of authority to operate.

Grades	Ages	Number of Students (Proposed SA NYC Non-Profit Education Corporation)				
		Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19
K*	4-5**	1495	1447	1626	1984	2083
1*	5-6	1674	1663	1868	2043	2335
2*	6-7	677	1661	1701	1839	1946
3*	7-8	450	636	1571	1631	1646
4	8-9	563	423	598	1455	1512
5	9-10	573	529	398	562	1349
6	10-11	403	539	497	374	528
7	11-12	252	379	507	467	352
8	12-13	40	237	356	477	439
9	13-14	32	38	223	335	449
10	14-15		30	36	211	315
11	15-16			28	34	199
12	16-17				26	32
Total Students		6,159	7,582	9,409	11,438	13,185

**To be eligible for enrollment in Kindergarten, students must attain the age of five years by December 31 of the year they start Kindergarten. This age requirement will be standard across all SA NYC schools. Students may occasionally be promoted early or retained in a grade, as determined by teachers, instructional leaders, and special education staff; this may occasionally result in the enrollment in a particular grade of a student older or younger than the ages shown above.

5. Curriculum and Instructional Design

If the proposed school is adopting the replicating school's academic program, incorporate the program by reference per the instructions above. If applicable, note any changes to the original model and indicate if these changes pertain to the proposed school only, or would modify the terms of the entire education corporation. Describe any changes under the relevant headings below:

- (a) Curriculum Selection and Process**
- (b) Assessment System**
- (c) Instructional Methods**
- (d) Course Overview**
- (e) Promotion and Graduate Policy**

Note that applicants who propose a significantly different academic model for the proposed new school than the replicating school should not use the Replication Requests, and should instead use the Standard Requests.

The academic program of SA NYC should be incorporated by reference.

6. Calendar and Schedules

(a) School Calendar

Provide the following:

- The first and last days of school for the opening school year.
- The total full days of instruction for the school year.
- The total days and/or hours of professional development for teachers.
- The total family conference days for the school year.
- The total days of supplementary programming (e.g. summer school).

If the number of days of instruction is different than the replicating school, provide a rationale for this difference and indicate if this change would apply to all schools in the educational corporation, or this school only.

As with other SA NYC elementary schools, each proposed school will have approximately 180 instructional days running from around August to June. The school year will contain approximately eight complete days of professional development during which no classes are held. In addition, students will be dismissed between 12:30 p.m. and 2:00 p.m. one day per week to allow for professional development. The year also includes approximately three to ten weeks of summer orientation and training for faculty and staff, depending on experience level. The school's academic calendar will likely be organized into two semesters, but schools will provide trimester progress reports to keep families informed about student progress. The 2014-2015 tentative calendar for the proposed schools is included below. It includes 179 days of school for all grades. Additionally, SA NYC schools may hold mandatory Saturday instruction over the course of the school year. In the event that a school holds mandatory Saturday instruction, parents will be notified in advance. Summer school is not currently offered at SA NYC schools, but may be offered in the future depending on a variety of factors. The proposed schools will not use the New York City Department of Education ("DOE") transportation services.

2014-2015 School Calendar

2014

Wed. July 30 - Tues. August 19: Professional development

Mon. August 25: First day of school session for Kindergarten (half-day)

Mon. August 25 - Tues. September 2: Half-days for Kindergarten

Thurs. August 28: First day of school session for all other grades

Mon. September 1: Labor Day holiday (no classes)

Mon. September 29: Professional development day (no classes)

Mon. October 13: Columbus Day (no classes)

Fri. October 24: Professional development day (no classes)

Mon. November 25 - Tues. November 26: Professional development days (no classes)

Wed. November 27 - Fri. November 29: Thanksgiving recess (no classes)

Mon. December 22 - Fri. January 2: Winter recess (no classes)

2015

Fri. January 2: Professional development day (no classes)

Mon. January 5 - Tues. January 6: Professional development days (no classes)

Mon. January 19: Martin Luther King, Jr. holiday (no classes)

Mon. February 16 - Tue. February 17: Midwinter recess (President's Day)

Wed. February 18: Professional development day (no classes)

Mon. April 13 - Fri. April 17: Spring recess

Mon. May 25: Memorial Day (no classes)

Fri. June 12: Last day of school session for students

(b) School Schedule

Provide the following:

- **The school start and end times.**
- **The total hours of core academic instruction per day.**
- **Time committed to non-instructional activities per day.**

Include the total number of instructional days and/or hours for the school year. If the number of hours of instruction is different than the replicating school, provide a rationale for this difference and indicate if this change would apply to all schools in the educational corporation, or this school only.

Weekly Schedule

Success Academy operates schools with extended days. A typical DOE school day is 6.5 hours (5 hours for academic subjects, in addition to time for lunch, recess, etc.). Using the Success Academy school model, and considering the school calendar and schedule described above, the proposed schools would have the equivalent of approximately 227 DOE school days, or about 23% more instructional time than in neighboring zoned schools.

The additional time (roughly 300 extra hours per school year) gives students the opportunity to engage in a rich and rigorous academic curriculum that includes a selection of art, dance, chess, sports, and discovery-oriented science five days per week. This curriculum is a critical part of Success Academy's strategy to provide a top-notch education and prevent achievement gaps. Children need to be highly engaged in school in order to become great writers, thinkers, and scholars. This is why Success Academy students go on numerous "field studies," and the schools use THINK Literacy and the TERC-Investigations math curriculum, supplemented with Cognitively Guided Instruction. This approach serves not only to remediate but also to prepare children to be strong in writing, reading, and critical thinking.

Kindergarten

The school day will begin each morning at 7:45 a.m. and will end at 4:00 p.m. four days per week, and between 12:30 p.m. and 2:00 p.m. one day per week. Each week will have approximately 700 minutes devoted to English language arts, approximately 400 minutes devoted to mathematics, approximately 250 minutes devoted to science, and approximately 100 minutes devoted to social studies. Please see the following sample schedules.

1st – 5th grades

The school day will begin each morning at 7:45 a.m. and will end at 4:30 p.m. (around 5:30 p.m. for 5th grade and above) four days per week, and between 12:30 p.m. and 2:00 p.m. one day per week. Each week will have approximately 900 minutes devoted to English language arts, approximately 400 minutes devoted to mathematics, approximately 250 minutes devoted to science, and approximately 100 minutes devoted to social studies. Please see the following sample schedules.

While this may seem like a long day for young children, Success Academy schools have found that children are able to spend this much time at school learning if they are fully engaged. In Kindergarten, the first two weeks of school will have a shortened schedule so that children are eased into the longer school day. After these first two weeks,

Success Academy schools have found that students easily adjust to the length of the school day.

Kindergarten Weekly Sample Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-7:50	Greet Class in Cafeteria/Transition from Breakfast				
7:50-8:15	Morning Meeting				
8:15-8:40	SFA: Stepping Stones				
8:40-8:55	Math Facts/Transition				
8:55-9:40	Math	Math	Math	Math	Math
9:40-9:55	Shared Text/Transition	Shared Text/Transition	Reading Workshop	Shared Text/Transition	Shared Text/Transition
9:55-10:30	Science/Transition	Science/Transition		Science/Transition	Science/Transition
10:30-11:05	Social Studies/Transition	Sports/Transition	Science/Transition	Social Studies/Transition	Chess/Transition
11:05-11:30	Lunch/Transition	Lunch/Transition	Lunch/Transition	Lunch/Transition	Lunch/Transition
11:35-12:00	Recess	Recess	Recess	Recess	Recess
12:00-12:05	Transition	Transition	Transition	Transition	Transition
12:05-12:30	Interactive Read Aloud and Whole Class Conversation				
12:30-12:55	Problem Solving				
12:55-1:05	Snack/Transition	Snack/Transition	Snack/Transition	Snack/Transition	Snack/Transition
1:05-1:50	Writing Workshop	Writing Workshop	Writing Workshop/Dismissal	Writing Workshop	Writing Workshop
1:50-2:40	Reading Workshop	Reading Workshop	Professional Development	Reading Workshop	Reading Workshop
2:40-3:45	Blocks/Transition	Blocks/Transition		Blocks/Transition	Blocks/Transition
3:45-4:00	Pack Up/Dismissal	Pack Up/Dismissal		Pack Up/Dismissal	Pack Up/Dismissal
4:00-4:10	Dismissal	Dismissal		Dismissal	Dismissal

Elementary (1st – 4th Grade) Daily Sample Schedule: Student, Lead Teacher (LT), and Associate Teacher (AT)

Time	Daily Schedule	Time Allotted	LT Responsibilities	AT Responsibilities
7:45-7:50	Transition from Breakfast	5 min	Transitions class from cafeteria to classroom	Assists with arrival in cafeteria or hallways (may include assisting with late arrival)
7:50-8:10	Morning Meeting	20 min	Monitors students/pulls Guided Reading (GR) group	Takes attendance; begins homework check; makes follow-up phone calls
8:10-9:15	SFA: Reading Roots (1 st Grade)	65 min	Leads Reading Roots Group	Leads Reading Roots Group
9:15-9:25	Math Facts/Transition	10 min	Leads instruction	Pushes in/co-teaches
9:25-10:15	Math Workshop	50 min	Leads instruction	Pushes in/co-teaches
10:15-10:25	Snack/Transition	10 min	Assists with snack	Assists with snack
10:25-10:55	Problem Solving/Transition	30 min	Leads Instruction	Pushes in/co-teaches
10:55-11:50	Science/Transition	55 min	Leads Instruction	Pushes in/co-teaches
11:50-12:15	Lunch/Transition	25 min	Teacher Lunch	Lunch Duty
12:15-12:45	Recess/Transition	20 min	Planning & preparation time	Teacher Lunch
12:45-12:55	Spelling	10 min	Leads instruction	Monitors/supports
12:55-1:55	Writing Workshop	60 min	Leads instruction	Monitors/supports
1:55-2:50	Social Studies/Independent Reading/Transition	55 min	Leads instruction	Monitors/supports
2:50-3:50	Reading Workshop	60 min	Pulls small groups	Pulls small groups
3:50-4:15	Read Aloud and Whole Class Conversation	25 min	Leads instruction	Monitors/supports <i>(or GR in another class if times are staggered)</i>
4:15-4:30	Shared Text	15 min	Leads Instruction	Monitors/supports <i>(or GR in another class if times are staggered)</i>
4:30-4:35	Dismissal	5 min	Dismiss students to parents; bring students up for Late Pick-Up at 4:10	Assist with Upstairs Dismissal/Late Pick-Up

Elementary School (1st – 4th Grade) Weekly Sample Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-7:50	Transition from Breakfast	Transition from Breakfast	Transition from Breakfast	Transition from Breakfast	Transition from Breakfast
7:50-8:10	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:10-9:15	SFA: Reading Roots	SFA: Reading Roots	SFA: Reading Roots	SFA: Reading Roots	SFA: Reading Roots
9:15-9:25	Math Facts/Transition	Math Facts/Transition	Reading Workshop	Math Facts/Transition	Math Facts/Transition
9:25-10:15	Math Workshop	Math Workshop		Math Workshop	Math Workshop
10:15-10:25	Snack/Transition	Snack/Transition	Math Workshop	Snack/Transition	Snack/Transition
10:25-10:55	Problem Solving/Transition	Problem Solving/Transition		Problem Solving/Transition	Problem Solving/Transition
10:55-11:50	Science/Transition	Science/Transition	Science/Transition	Science/Transition	Science/Transition
11:50-12:15	Lunch/Transition	Lunch/Transition	Lunch/Transition	Lunch/Transition	Lunch/Transition
12:15-12:45	Recess/Transition	Recess/Transition	Recess/Transition	Recess/Transition	Recess/Transition
12:45-12:55	Spelling	Spelling	Writing Workshop/ Dismissal	Spelling	Spelling
12:55-1:55	Writing Workshop	Writing Workshop		Writing Workshop	Writing Workshop
1:55-2:50	Art/Transition	Social Studies/Transition	Professional Development	Music/Transition	Social Studies/Transition
2:50-3:50	Reading Workshop	Reading Workshop		Reading Workshop	Reading Workshop
3:50-4:15	Read Aloud and Whole Class Conversation	Read Aloud and Whole Class Conversation		Read Aloud and Whole Class Conversation	Read Aloud and Whole Class Conversation
4:15-4:30	Shared Text	Shared Text		Shared Text	Shared Text
4:30-4:35	Dismissal	Dismissal		Dismissal	Dismissal

Middle School (5th Grade) Weekly Sample Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:50	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7:50-8:00	Transition from Breakfast				
8:00-8:55	Nonfiction	Nonfiction	Nonfiction	Nonfiction	Nonfiction

9:00-10:20	Math	Math	Math	Math	Math
10:25-10:50	Recess	Recess	Recess	Recess	Recess
10:55-12:25	Literature	Literature	Literature	Literature	Literature
12:30-1:05	Composition	Composition	Composition	Composition	Composition
1:10-1:35	Lunch	Lunch	Lunch	Lunch	Lunch
1:40-2:00	Science	Science	Science/Dismissal	Science	Science
2:00-2:30	Science	Science	Professional Development	Science	Science
2:35-3:45	Read Aloud	Read Aloud		Read Aloud	Read Aloud
3:50-4:30	Book Clubs	Book Clubs		Book Clubs	Book Clubs
4:35-5:30	Electives	Electives		Electives	Electives

7. Specific Populations

If the proposed school is adopting the replicating school's programs to address the needs of generally at-risk students, special education students, ELLs, and advanced and/or gifted students, incorporate the programs by reference per the instructions above. If applicable, note any changes to the original the model and indicate if these changes pertain to the proposed school only, or would modify the terms of the entire education corporation. Describe any changes under the relevant headings below:

- (a) At-risk Students**
- (b) Special Education Students**
- (c) English Language Learners**
- (d) Advanced and/or Gifted Students**

The programs to address the needs of generally at-risk students, special education students, ELLs, and advanced and/or gifted students of SA NYC should be incorporated by reference.

8. Instructional Leadership

If the proposed school is adopting the same instructional leadership and professional development models as the replicating school, incorporate the programs by reference per the instructions above. If applicable, note any changes to the original the model and indicate if these changes pertain to the proposed school only, or would modify the terms of the entire education corporation. Describe any changes under the relevant headings below:

- (a) Instructional Leadership Roles**
- (b) On-going Teacher Supervision and Support**
- (c) Professional Development**
- (d) Teacher Evaluation and Accountability**

The instructional leadership and professional development models of SA NYC should be incorporated by reference.

9. School Culture and Discipline

If the proposed school is adopting the same approach to school culture and discipline, discipline policy, special education discipline policy, and dress code policy as the replicating school, incorporate the programs by reference per the instructions above. If applicable, note any changes to the original the model or policies and indicate if these changes pertain to the proposed school only, or would modify the terms of the entire education corporation. Describe or attach any changes under the relevant headings below:

(a) School Culture and Discipline

The approach to school culture and discipline of the proposed schools will be substantially similar to that of all SA NYC schools. The policies in Response 09(b) – Discipline Policy and Response 09(c) – Special Education Policy have been updated, and would modify the terms of operation for SA NYC.

Success Academy believes a strong school culture is essential for academic success. Without a safe, orderly, and respectful environment, students cannot learn. As such, all Success Academy schools have, and each of the proposed schools will have, very high expectations for student behavior and a strict discipline policy to make sure students behave appropriately and the environment is safe and structured. Success Academy takes a preventive and pro-active approach to discipline to ensure that students behave properly in the first place and that there are no obstacles to learning.

Success Academy use a warm-strict approach to discipline and believe that, like scholarly habits, good behavior must be taught. Success Academy also believes that the small stuff matters and, therefore, does not tolerate even minor infractions. The goal is for students to become self-disciplined and self-directed individuals who respect others, the community around them, and themselves.

At the proposed schools, all students, teachers, and parents will be made aware of these high expectations. The schools, in turn, expect parents, students, and teachers to strictly adhere to the policies. During the summer faculty training sessions, teachers are provided with extensive professional training on effective discipline, good behaviors, and productive routines. During student orientation, students are taught effective discipline and good behaviors through clear, consistent, and well-established classroom routines. Teachers and staff continuously model appropriate behaviors for students and use preventive and positive strategies including a rewards system whereby students are celebrated for perfect attendance, homework completion, and expression of the school's *ACTION* values:

- **Agency:** Students should have a sense of ownership and personal responsibility. They have the power and the responsibility to control their behavior, their learning, and ultimately their future.
- **Curiosity:** Students should be curious and explore. They should always ask questions and want to investigate to learn more.
- **Try and Try:** Students should work hard – even if they do not succeed with their first attempt. They should learn from their mistakes and demonstrate persistence.
- **Integrity:** Students should always be honest. Personal integrity is of the utmost importance.
- **Others:** Students should have empathy and respect for others. They learn to put others before oneself.
- **No Shortcuts:** There are no shortcuts to success. Hard work is mandatory.

9. School Culture and Discipline

If the proposed school is adopting the same approach to school culture and discipline, discipline policy, special education discipline policy, and dress code policy as the replicating school, incorporate the programs by reference per the instructions above. If applicable, note any changes to the original the model or policies and indicate if these changes pertain to the proposed school only, or would modify the terms of the entire education corporation. Describe or attach any changes under the relevant headings below:

(b) Discipline Policy

The discipline policy (for general education students) of the proposed schools is substantially similar to that of all SA NYC schools. The language below is updated and should modify the SA NYC terms of operation.

In order to establish and maintain the culture discussed in Response 09 – School Culture and Discipline, teachers are provided with extensive professional training on effective discipline, good behaviors, and productive routines. Additionally, the following Code of Conduct contains possible infractions and potential consequences.

Please keep in mind that this list of punishable offenses and punishments is not exhaustive. Teachers and staff can supplement these rules with their own rules for classes and events. In addition, violations of the Code of Conduct and consequences are subject to the discretion of the Principal and may be adjusted accordingly. A student who has committed any of the infractions listed below shall be at least subject to the disciplinary actions listed in this document, unless the Principal determines that an exception should be made based upon the individual circumstances of the incident and the student’s disciplinary record. As outlined in this document, consequences may include, but are not limited to, staying after school or coming in on Saturdays to make up missed instruction, in-school suspension, out-of-school suspension, and/or expulsion. In certain instances (particularly where safety is at issue), a school may impose an immediate short-term suspension followed by a long-term suspension and/or expulsion proceedings. Any breaches of state or federal law may be handled in cooperation with the New York City Police Department or other authorities.

To ensure safety and success, the Code of Conduct is enforced at all times. Students must adhere to the Code of Conduct, which includes uniform and attendance policies, when at school, on school grounds, participating in a school-sponsored activity, walking to or from school or a school-sponsored event, and walking to or from, waiting for, or riding on transportation, public or otherwise, to and from school or a school-sponsored activity or event. Scholars may be disciplined for conduct occurring outside of the

school where such conduct would, or does in fact, impair the health, safety, or rights of other scholars, or create a risk of substantial disruption within the school environment.

If a student violates the Code of Conduct, action will be taken. When a student does not adhere to the Code of Conduct or does not meet the school's standards for acceptable behavior despite positive, preventative strategies, the school will respond and intervene with specific consequences so that it can maintain a safe and productive learning environment for all students.

In cases of disciplinary consequences, minimum due process required under federal law will be afforded to all students. Students will be told of the charges against them and asked for their side of the story. The Principal or other school official shall consider this explanation prior to taking the disciplinary action. Parents should be notified before or within a reasonable amount of time after the imposition of such discipline.

Code of Conduct

Level 1 Infractions

- Slouching/failing to be in "Ready to Succeed" position (SPORT or Magic 5 position)
- Calling out an answer
- Having an untucked shirt
- Chewing gum or bringing candy to school
- Rolling eyes or other minor disrespectful behavior
- Wearing jewelry (modest religious jewelry permissible)
- Wearing makeup

Range of School Responses, Interventions, & Consequences for Level 1 Infractions

- Warning/reprimand by school staff
- Student is reminded of appropriate behavior and task at hand
- Student is reminded of what he/she is like at his/her best and of past good behavior
- Student is reminded of past poor decisions and provided with productive alternatives/choices that should be made
- Student is given a non-verbal warning
- Student is given a verbal warning

Level 2 Infractions

- Committing a Level 1 Infraction after intervention
- Verbally dishonoring a fellow student (which includes, but is not limited to, teasing, name calling, being rude, mocking, etc.)
- Verbally dishonoring faculty, staff, or other Success Academy Charter Schools ("Success Academy") community members (which includes, but is not limited to, being rude, disobeying instructions, etc.)

- Using school equipment (*e.g.*, computers, faxes, phones) without permission
- Bringing electronic equipment to school of any kind without school authorization (which includes, but is not limited, to cell phones, handheld video or electronic games, iPods, headphones, pagers, radios, etc.)
- Failing to follow directions
- Failing to complete work
- Being off-task
- Arriving late to school/class and/or violating school attendance policy
- Failing to be in school uniform and/or violating school uniform policy
- Being unprepared for class (which includes, but is not limited to, failing to bring pencil, not completing homework, etc.)
- Wearing clothing or other items that are unsafe or disruptive to the educational process
- Failure to obtain signatures for required assignments
- Disrupting class or educational process in any way at any time (which includes, but is not limited to, making excessive noise in a classroom, failing to participate, refusing to work with partners, etc.)
- Leaving the recess area during recess without permission from an authorized adult
- Being in an off-limits location without permission
- Failing to be in one's assigned place on school premises
- Getting out of one's seat without permission at any point during the school day
- Going to the bathroom without permission or at undesignated times
- Making noise in the hallways, in the auditorium, or library without permission
- Inappropriate noise levels in lunchroom, gym, and during arrival and dismissal
- Engaging in unsafe behavior, failing to use recess equipment properly, or failing to follow directions during recess
- Excluding classmates in games/activities during recess
- Littering on school grounds

Range of School Responses, Interventions, & Consequences for Level 2 Infractions

- Student is reminded of appropriate behavior and task at hand
- Student is given a verbal warning
- Removal from classroom or "Time Out" inside or outside of the classroom (administrator's office or another appropriate location in the school)
- Student-Teacher-Parent conference
- Student-Parent-Administrator Conference
- In-school disciplinary action (which includes, but is not limited to, exclusion from recess, communal lunch, enrichment activities, sports, school events, trips, or activities)
- Ask for verbal or written apology to community
- Staying after school or coming in on Saturdays
- In-school suspension (possibly immediate)

- Out-of-school suspension (possibly immediate)
- Other consequences/responses deemed appropriate by school (including, but not limited to, extended suspension for a fixed period or expulsion)

Level 3 Infractions

- Committing a Level 2 Infraction after intervention
- Dishonoring a fellow student using profanity, racial slurs, or any foul or discriminatory language
- Dishonoring a faculty, staff, or other Success Academy community member using profanity, racial slurs, or any foul or discriminatory language
- Disobeying or defying school staff or any school authority/personnel
- Using profane, obscene, lewd, abusive, threatening, or discriminatory language or gestures in any context (which includes, but is not limited to, slurs based upon race, ethnicity, color, national origin, religion, gender, sexual orientation, or disability)
- Posting or distributing inappropriate materials (which includes, but is not limited to, unauthorized materials, defamatory or libelous materials, or threatening materials)
- Violating the school's Technology and Social Media Acceptable Use Policy
- Forgery of any kind
- Lying or providing false or misleading information to school personnel
- Engaging in any academic dishonesty (which includes, but is not limited to, cheating, plagiarizing, copying another's work, or colluding/fraudulent collaboration without express permission from a school authority)
- Tampering with school records or school documents/materials by any method
- Falsely activating a fire alarm or other disaster alarm or making false threats of any kind
- Claiming to possess, obtain, or use a weapon. Weapon means a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing injury to another person.
- Misusing other people's property
- Vandalizing school property or property belonging to staff, students, or others (which includes, but is not limited to, writing on desks, writing on school books, damaging property, etc.)
- Stealing or knowingly possessing property belonging to another person without proper authorization
- Smoking
- Gambling
- Throwing any objects
- Engaging or threatening or attempting to engage in inappropriate or unwanted physical contact
- Fighting or engaging in physically aggressive behavior of any kind (which includes, but is not limited to, play fighting, horsing around, shoving, pushing, or any unwanted or aggressive physical contact)
- Leaving class, school-related activity, or school premises without school

authorization

- Repeatedly failing to show up to class, school, or any school activity or event and/or repeatedly violating school attendance policy

Range of School Responses, Interventions, & Consequences for Level 3 Infractions

- Sent to Principal/school administrator
- Loss of classroom/school privileges
- Additional assignments that require student to reflect on behavior in writing or orally (depending on grade)
- Call home to parents
- Removal from classroom or "Time Out" outside of the classroom (administrator's office or another appropriate location in the school)
- Student-Parent-Administrator Conference
- In-School disciplinary action (which includes, but is not limited to, exclusion from recess, communal lunch, enrichment activities, sports, school events, trips, or activities)
- Ask for verbal or written apology to community
- Staying after school or coming in on Saturdays
- Transfer to another public charter school operated by the same non-profit education corporation (in the sole discretion of the principals of both schools)
- In-school suspension (possibly immediate)
- Out-of-school suspension (possibly immediate)
- Other consequences/responses deemed appropriate by school (including, but not limited to, extended suspension for a fixed period)
- Expulsion

Level 4 Infractions

- Committing a Level 3 Infraction after intervention
- Repeated in-school and/or out-of-school suspensions (when discipline for another infraction is pending)
- Exhibiting blatant and repeated disrespect for school code, policies, community, or culture
- Engaging in gang-related behavior (which includes, but is not limited to, wearing gang apparel, making gestures, or signs)
- Destroying or attempting to destroy school property
- Engaging in intimidation, bullying, harassment, discrimination, coercion, or extortion or threatening violence, injury, or harm to others (empty or real) or stalking or seeking to coerce
- Engaging in behavior that creates a substantial risk of or results in injury/assault against any member of the school community
- Engaging in sexual, racial, or any other type of harassment
- Possessing, transferring, or using drugs, alcohol, or controlled substances
- Participating in an incident of group violence or intimidation

- Possessing a weapon. Weapon means a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing injury to another person.
- Convicted of a felony when the conduct would, or does in fact, impair the health, safety, or rights of other scholars, or create a risk of substantial disruption within the school environment.

Range of School Responses, Interventions, & Consequences for Level 4 Infractions

- Sent to Principal/school administrator
- Loss of classroom/school privileges
- Additional assignments that require student to reflect on behavior in writing or orally (depending on grade)
- Call home to parents
- Removal from classroom or "Time Out" outside of the classroom (administrator's office or another appropriate location in the school)
- Student-Parent-Administrator Conference
- In-school disciplinary action (which includes, but is not limited to, exclusion from recess, communal lunch, enrichment activities, sports, school events, trips, or activities)
- Ask for verbal or written apology to community
- Staying after school or coming in on Saturdays
- Transfer to another public charter school operated by the same non-profit education corporation (in the sole discretion of the principals of both schools)
- In-school suspension (possibly immediate)
- Out-of-school suspension (possibly immediate)
- Other consequences/responses deemed appropriate by school (including, but not limited to, extended suspension for a fixed period)
- Expulsion

A short-term suspension refers to the removal of a student from the school for disciplinary reasons for a period of five days or fewer. It includes any act that school officials reasonably conclude warrants a short-term suspension. If necessary, the student will be immediately removed from the class/school. A member of the school leadership team will immediately inform the parents or guardian in writing of the charges. Written notice shall be provided by personal delivery, e-mail, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of the suspension at the last known address of the parents/guardians. Where possible, notification will also be given by phone. The notice will provide a description of the incident(s) that led to the suspension and will offer the opportunity for an immediate informal conference with a member of the school leadership team. Such notice and informal conference shall be in the dominant language or mode of communication used by parents/guardian. The student's family has the right to appeal

within 10 business days (not calendar or school days) of the date of suspension in accordance with the charter school's complaint process.

A long-term suspension refers to the removal of a student for disciplinary reasons for a period of more than five days. Expulsion refers to the permanent removal of a student from school for disciplinary reasons. Long-term suspension and/or expulsion include any act that school officials reasonably conclude warrants a long-term suspension and/or expulsion with the final determination being made by the Principal or the Principal's designee. A long-term suspension/expulsion may be imposed only after the student has been found guilty at a formal long-term suspension hearing, subject to instances where the student may be immediately removed from the class/school, as described below. If a long-term suspension or expulsion is proposed, a member of the school leadership team will immediately inform the parents or guardian in writing of the charges. A date, time, and place for the hearing and the notice of the right to be represented by counsel, question witnesses, and present evidence and witnesses will also be communicated. Written notice shall be provided by personal delivery, e-mail, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of the suspension at the last known address of the parents/guardians. Where possible, notification also will be given by phone. The notice will provide a description of the incident(s) that led to the suspension/expulsion and will offer the opportunity for an immediate informal conference with a member of the school leadership team. Such notices and informal conference shall be in the dominant language or mode of communication used by parents/guardian.

The Principal, or a member of Success Academy's school leadership team or a Managing Director of Schools designated by the Principal (the "Presiding Member"), will call and preside over a formal, long-term suspension or expulsion hearing. At the hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence and witnesses. A decision by the Presiding Member will stand as the final decision regarding the student's long-term suspension or expulsion status. A student may also be subject to any of the disciplinary measures outlined elsewhere in this document, including a referral to the appropriate law enforcement authorities. The Presiding Member may decide that the infraction warrants expulsion. If this is the case, the Presiding Member shall forward the decision to the Board of Trustees. The Board of Trustees will be informed of any/all expulsions prior to or immediately after the expulsion decision. The student's family has the right to appeal within 10 business days (not calendar or school days) of the date of suspension/expulsion in accordance with the charter school's complaint process.

As noted above, the school may (particularly where safety is at issue) immediately remove a student from class/school and impose a short-term suspension while considering the appropriateness of a long-term suspension and/or expulsion. In such instances, a member of the school leadership team will immediately notify the parents or guardian that the school is imposing a short-term suspension with the possibility of

extension to a long-term suspension and/or expulsion. The long-term suspension and/or expulsion may be noticed separately to parents within 24 hours of the incident. The school will then follow the procedures outlined above for a formal long-term suspension/expulsion hearing. In the event that a short-term suspension is followed by a long-term suspension, the number of days the student has been removed from school as a result of the short-term suspension shall be counted towards the number of days imposed by a long-term suspension.

Federal and state law require the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Principal may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the federal Gun-Free Schools Act, 20 U.S.C. § 7151. "Weapon", as used in this law, means a "firearm," as defined by 18 U.S.C. § 921, and includes firearms and explosives. The Principal shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act.

Students who are suspended will be provided with alternative instruction as per Education Law § 3214, and notice thereof will be provided in suspension letters. Arrangements will be made between the school and each individual family on a case-by-case basis. In cases of suspension, alternative instruction by qualified staff will be offered within 24 hours of any suspension. Such instruction can be at a location and time of the school's choosing, so long as each is reasonable and the student has notice of it. The school can choose to provide alternative instruction to a suspended student at the school, the student's home, or some other reasonably accessible location, either during the school day or before or after school hours. Alternative instruction means actual instruction as opposed to simply giving homework or assigning self-study. The quality of the instruction will be designed to allow the student to keep pace with schoolwork, receive all assignments, tests, quizzes, etc., and generally advance with the curriculum.

9. School Culture and Discipline

If the proposed school is adopting the same approach to school culture and discipline, discipline policy, special education discipline policy, and dress code policy as the replicating school, incorporate the programs by reference per the instructions above. If applicable, note any changes to the original the model or policies and indicate if these changes pertain to the proposed school only, or would modify the terms of the entire education corporation. Describe or attach any changes under the relevant headings below:

(c) Special Education Policy

The special education discipline policy of the proposed schools is substantially similar to that of all SA NYC schools. The language below is updated and should modify the SA NYC terms of operation.

Each school will work closely with the Committee on Special Education to establish clear guidelines for communication and decision-making on disciplinary matters involving scholars with Individualized Education Programs (“IEPs”).

When a student’s IEP includes a Behavior Intervention Plan (“BIP”), the BIP sets forth the school’s approach to managing the student’s behavior. The BIP identifies the student’s behavior issues and outlines individualized behavior management strategies that the school implements for the student. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed, the school may make changes to the BIP and submit the revised BIP to the CSE. If the student inflicts serious bodily injury upon another person, carries or possesses a weapon, or knowingly possesses or uses illegal drugs within the meaning of 34 CFR §300.530(g), the school may remove the student to an interim alternative educational setting as described below.

If a student identified as having a disability is suspended during the course of the school year for a single period of more than 10 consecutive school days or a pattern of substantially similar behaviors amounting to more than 10 school days, such student will immediately be referred to the Committee on Special Education for the community school district where the charter school is located (the “CSE”) because such suspensions may be considered to be a change in placement.

In considering the placement of students referred because of disciplinary problems, the CSE is expected to follow its ordinary policies with respect to parental notification and involvement.

The school shall inform the CSE when the suspension or removal of a student with a disability constitutes a disciplinary change of placement, so that the CSE can convene within 10 days of the date of the disciplinary decision. The CSE will be notified of the incident so that it can meet its required obligations to:

- Provide the student's parent with a copy of their procedural due process rights.
- Convene a CSE meeting within 10 school days of the date of the disciplinary decision to make a manifestation determination.
- Convene a CSE meeting within 10 school days of the date of the disciplinary decision to develop a plan to conduct a functional behavioral assessment or review an existing functional behavioral assessment or behavioral intervention plan.
- Determine educational services or an interim alternative educational setting that would ensure the provision of the requirements of a free and appropriate public education ("FAPE").

All students with disabilities who are suspended will be provided with alternative instruction as per Education Law § 3214. Those students removed for a period of 10 school days or less will be disciplined in accordance with the general education discipline policy.

During a subsequent removal that, combined with previous removals, equals more than 10 school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, shall make the service determination.

The school may place students in interim alternative educational settings as appropriate under 34 CFR §300.530(g). During any removal for drug or weapon offenses, or for infliction of serious bodily injury, services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. Weapon means a "dangerous weapon" as defined in 18 USC § 930(g)(2), which means a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury and does not include a pocket knife with a blade of less than 2 1/2 inches in length. Serious bodily injury, as defined in 18 USC § 1365(h)(3), means bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, and protracted loss or impairment of the function of a bodily member, organ, or mental faculty. These service determinations will be made by the CSE in consultation with the school. In the first instance, if the CSE is not available or does not respond to a request for an interim alternative educational setting, the school may select the setting.

During any subsequent removal that constitutes a change in placement, but where the behavior is not a manifestation of the disability, related services, as applicable, must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE will make the service determination.

When the behavior of a student with a disability constitutes a pattern of substantially similar behavior resulting in disciplinary removals, a Functional Behavioral Assessment (“FBA”) is conducted and a decision is made by the school regarding a BIP. Both the FBA and the BIP are submitted to the CSE. These procedures are followed to ensure that behavior incidents do not result in a disciplinary change in placement, and that the student is not suspended or removed for behaviors related to the student’s disability as determined by the CSE and other qualified individuals.

If discipline that would constitute a change in placement is contemplated for any student with an IEP, or for any student the school is deemed to know is a student with a disability under 34 CFR § 300.534, the following steps shall be taken:

- The school will notify the CSE;
- No later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and
- Immediately, if possible, but in no case later than 10 school days after the date on which such decision is made, the CSE and other qualified personnel shall meet and review the relationship between the child’s disability and behavior subject to the disciplinary action.

If, upon review, it is determined that the child’s behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.530(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative education setting or the manifestation determination resulting from a disciplinary action relating to weapons, drugs, or serious bodily injury, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent, the school, and the CSE agree otherwise.

9. School Culture and Discipline

(d) Dress Code Policy

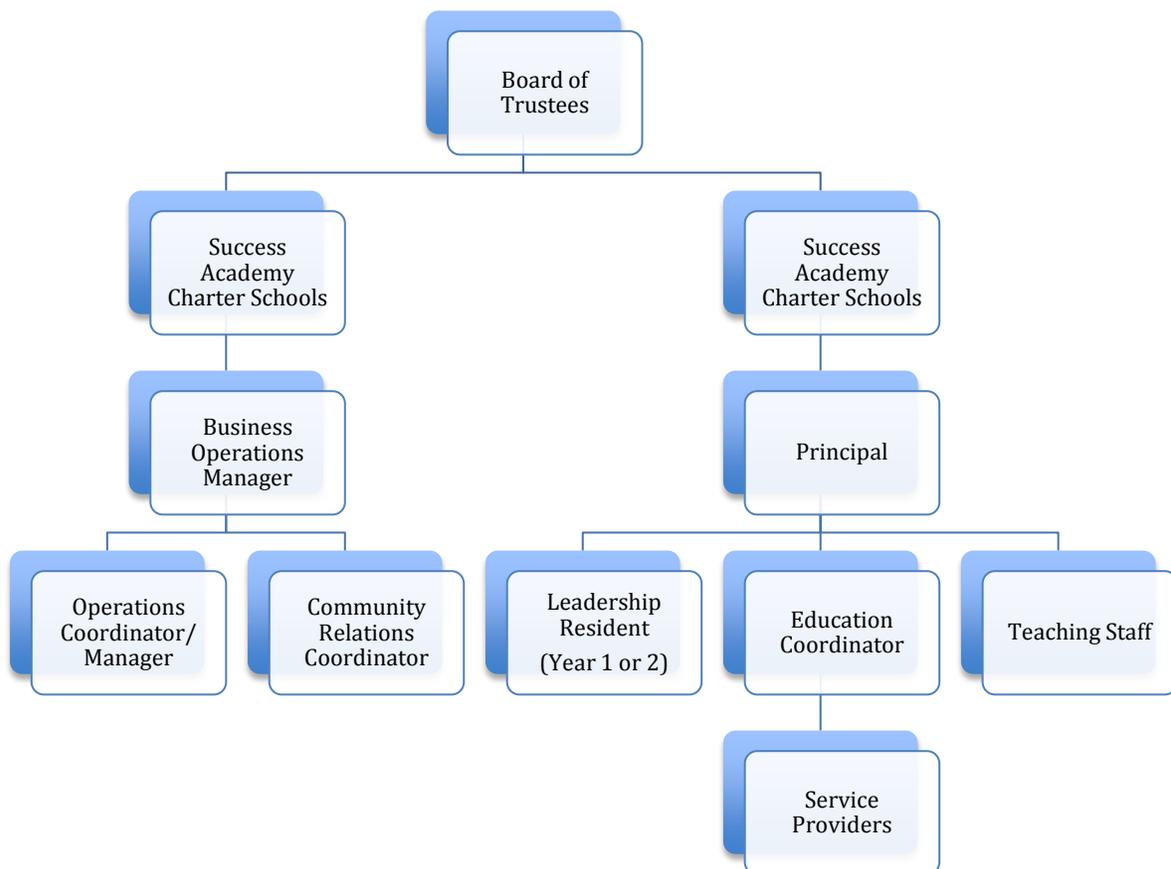
The dress code policy of SA NYC should be incorporated by reference.

10. Organizational Chart

Provide organizational charts for the individual school for at least the first and fifth years of operation and a narrative description of the charts.

- The charts should clearly indicate the reporting structure of school leader(s) to the board of trustees and staff to the school leader(s). If the charter school intends to contract or partner with an entity for management or educational services, the organizational charts should also reflect that relationship.
- The narrative should explain the lines of reporting and accountability, the rationale for choosing this structure, and the roles of any management or partner organizations. The narrative should not duplicate the information in the Staffing Chart narrative, immediately below.

School Organizational Chart (Year 1)



In its first year, each proposed elementary school will have a Principal, a Business Operations Manager, an Education Coordinator, a teaching staff, and an operations staff. While each SA NYC school will have the same basic organizational structure, there may be changes to the above chart based on a variety of factors, including school size and specific school needs.

Each proposed school will be governed by the Board of Trustees. The Principal is selected by Success Academy and submitted to the Board of Trustees for final approval. The Principal is an at-will employee.

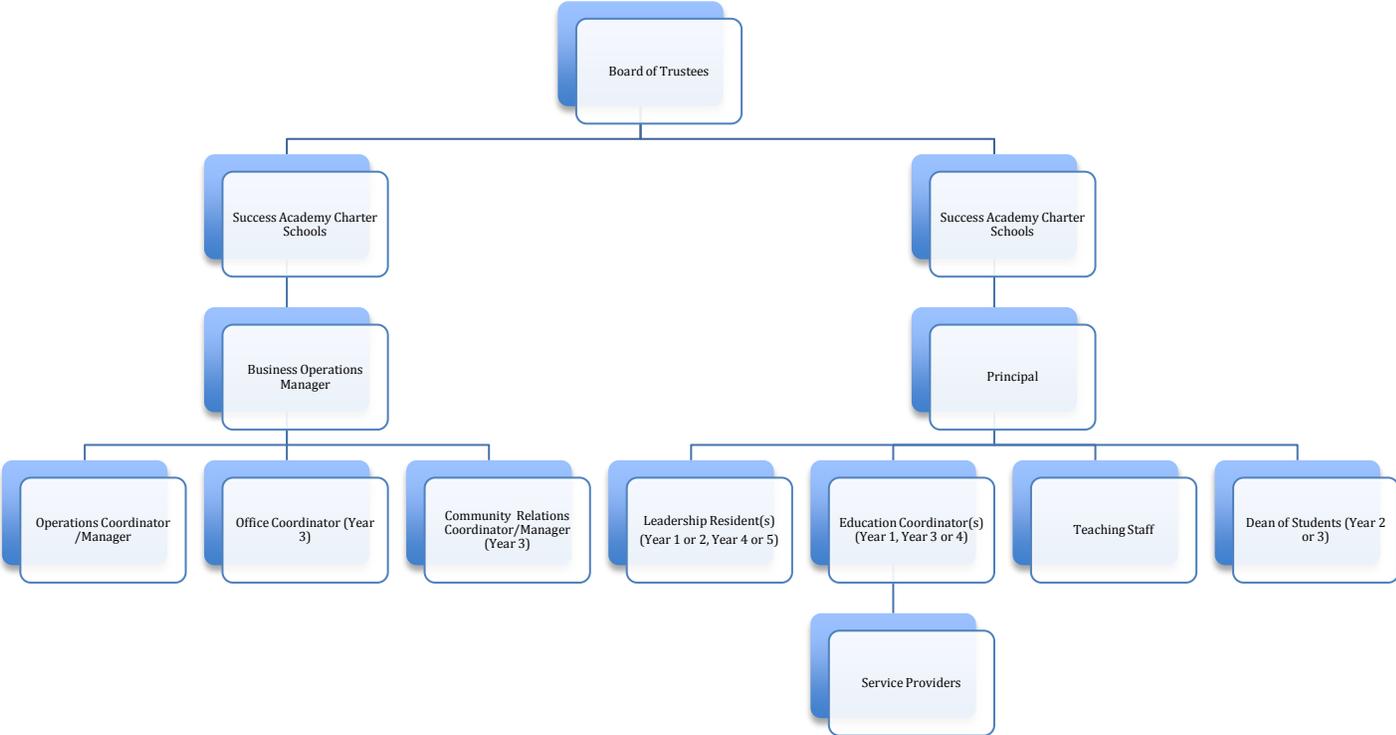
The Principal is the school leader responsible for implementing Success Academy's mission and policies. Each Principal reports to Success Academy, which has contracted with the Board of Trustees to manage the schools and to coach and supervise the Principal. The Principal typically reports directly to one of Success Academy's Managing Directors of Schools, who in turn reports to the Chief Operating Officer and/or the Chief Executive Officer. Success Academy provides opportunities for the Principal to visit and learn from high-performing schools both inside and outside its network of schools. It provides the Principal with professional development opportunities designed to enhance his or her leadership, management, and pedagogical skills. Success Academy also regularly examines the school's performance data and holds the Principal directly accountable for the success of the school. Success Academy expects all of its schools and employees to be in a state of constant improvement working towards competitive greatness, and its interactions with, and accountability standards for, the school Principal reflect that expectation. Success Academy uses extensive interactions with the school and examinations of school performance data to make informed and accurate reports to the Board of Trustees regarding the Principal's performance at the school.

The Principal supervises an instructional staff that typically includes a Leadership Resident (beginning in Year 1 or 2), an Education Coordinator, and teaching staff. The Leadership Resident assists in the supervision of the teaching staff, but the Principal is the final authority. All instructional staff report to the Principal. Additionally, there is an operations team at the school that, in its first year, typically consists of a Business Operations Manager, Operations Coordinator, and Community Relations Coordinator. These individuals are responsible for non-instructional operations and administration at the school. The Operations Coordinator and Community Relations Coordinator report to the Business Operations Manager, who is managed by Success Academy. The Principal and Business Operations Manager evaluate the performance and make staffing decisions for the school instructional staff and school operations staff, respectively.

Success Academy works actively and closely with the Principal to ensure that the Success Academy curriculum is implemented effectively and that the teaching staff is given effective professional development, coaching, and feedback. Success Academy has an extremely hands-on approach and does not manage its schools from a distance. Members of the Success Academy staff are a regular presence at the school – coaching, observing, and providing feedback. The Chief Executive Officer, Chief Operating Officer, Managing Directors of Schools, head of Instruction, and the Instructional Management team spend a significant portion of their time in the schools and participate in correspondence going to and from school leaders and teachers related to

instruction. This allows the team to identify best practices that should be implemented at multiple schools as well as address potential problems before they become serious. Similarly, the Chief Operating Officer, Success Academy operations team, and school operations team check in frequently with one another to ensure that innovative ideas related to school operations are implemented and replicated, and that potential problems are caught immediately.

School Organizational Chart (Year 5)



Though the applicant does not predict that the organizational structure of the schools will differ greatly in the next five years, some positions may be added, removed, or changed to support additional growth. For instance, beginning in Year 3 and/or 4, the school operations team may add an Office Coordinator and the school instructional team may add a second Education Coordinator. The Principal will supervise a Dean of Students (beginning in Year 2 or 3), who is responsible for student discipline and school culture. As noted above, such staffing decisions are based on a variety of factors, including school size, increased efficiencies, and specific school needs.

11. Personnel

(a) Staffing Chart and Rationale

Use the table below to provide a list of all staff positions (instructional and non-instructional) in the school during the first five years of operation and provide a narrative that explains the rationale for the staffing structure and numbers. Identify and distinguish classroom teachers, teaching aides or assistants, special education teachers and ESOL teachers, as well as any other specialty teachers.

If the applicant is an existing SUNY authorized education corporation and proposes to operate additional school(s), please provide that information in the appropriate categories or separately indicate same being careful to note where personnel would be added, removed or have their roles changed at the corporate or school level. Use multiple charts as needed to distinguish the education corporation structure from school structures.

The table below reflects the estimated number of personnel for each proposed elementary school.

	Estimated Number in Position (Per Proposed School)				
	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19
Grades Served:	K-1	K-2	K-3	K-4	K-5
Enrollment:	190	250	380	510	675
Position					
Lead Teachers	7	10	13	18	25
Associate Teachers	6	9	10	13	18
Specialty Teachers	5	7	11	12	18
Principal	1	1	1	1	1
School Leadership Resident	1	1	1	2	2
Dean of Students	0	0	1	1	1
Business Operations Manager	1	1	1	1	1
Operations Coordinator/Manager	1	1	1	1	1
Office Coordinator	0	0	1	1	1
Community Relations Coordinator/Manager	1	1	1	1	1
Education Coordinator	1	1	1	2	2
Total	24	32	42	53	71

The table below reflects the estimated number of personnel for SA NYC. By 2018-2019, the currently proposed SA NYC non-profit education corporation will include 17 elementary schools (11 in existence or approved to open in August 2013, and these six proposed schools), 10 middle schools, and a high school.¹ Thus, school personnel will technically be shared between the schools feeding into the middle and high schools (e.g., a lead teacher at the middle school may teach students from multiple sending elementary schools). The table below reflects the estimated number of personnel supporting the student cohorts of all SA NYC schools. No personnel will be employed at the non-profit education corporation level.

	Estimated Number in Position (Proposed SA NYC Non-Profit Education Corporation)				
	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19
Enrollment:	6,159	7,582	9,409	11,438	13,185
Position					
Lead Teachers	217	266	331	402	440
Associate Teachers	191	233	290	352	385
Specialty Teachers	174	213	265	322	351
Principal	21	21	21	25	28
School Leadership Resident	20	26	32	36	45
Dean of Students	14	20	20	25	39
Business Operations Manager	21	21	21	25	28
Operations Coordinator/Manager	21	21	21	25	28
Office Coordinator	9	15	21	25	28
Community Relations Coordinator/Manager	21	21	21	25	28
Education Coordinator	20	26	32	36	45
Total	729	883	1,075	1,298	1,445

(b) School Leadership and Management Structure

¹ On February 26, 2013, SUNY approved SA NYC’s proposal to open the first Success Academy high school in 2014-2015. In the next five years, SA NYC will likely open one or more additional middle and/or high schools. These additional schools would enroll students from one or more SA NYC elementary or middle schools. All future plans related to the opening of separate and/or consolidated middle schools and high schools are dependent on multiple factors, including space availability, and are therefore subject to change. For more information about the currently proposed SA NYC non-profit education corporation and additional potential growth, please refer to Appendix A.

If the proposed school is adopting the same qualifications for school leader and overall management structure as the replicating school, incorporate School Leadership and Management Structure by reference per the instructions above. If the school would have new school leader qualifications and/or management structure, explain the changes as appropriate.

Whether incorporating this section by reference or providing new information, address the following:

- **The selection process that the applicants used or will use to select a school leader including who was or will be involved in this process.**
- **Explicitly note the role of the board and of any CMO/EMO/ or partner organization (if any) in the selection process.**

The school leadership and management structure of SA NYC should be incorporated by reference.

School leaders for the proposed schools have not yet been chosen, and the Talent team at Success Academy will manage the search. The Talent team typically conducts a search as follows. The Talent team reviews hundreds of resumes sourced through various methods, including major and niche job board websites, educational career fairs, and third-party recruitment firms. All resumes are reviewed by at least two recruiters, and the best of the candidates are contacted for an initial phone screening. Those candidates who move forward are invited to meet with members of the Talent team for an interview. The best of these candidates then come for a day-long trial at a Success Academy school, during which they meet with grade-level teams, other school-level staff members, school leaders, and/or the Chief Executive Officer of Success Academy. Panels of staff, faculty, and leaders observe and critique the candidates as they teach a demonstration lesson and perform sample tasks such as teacher evaluations and lesson critiques. If the candidates receive positive reviews, the Talent team, in collaboration with Success Academy's Learning team staff, conducts an in-depth review of the candidate's instructional data and may visit the candidate's current school for further observation.

Success Academy will also continuously develop internal leadership candidates and promote from within. Each year, Success Academy has a cohort of dozens of leadership residents who are training to become principals.

If the candidate, Success Academy, and the proposed school choose to move forward, all references are checked, and principal candidates are submitted to the Board of Trustees for final approval; if approved by the Board, an offer is extended to the approved candidate.

(c) Staff Recruitment and Retention

If the proposed school is adopting the same qualifications for staff and approach to the recruitment and retention of staff, incorporate the Staff Recruitment and Retention by reference. If the school would have new school staff qualifications and/or approaches to recruiting and retaining staff, explain the changes as appropriate

The staff recruitment and retention of SA NYC should be incorporated by reference.



**SUCCESS CHARTER NETWORK AND SUCCESS ACADEMIES
EMPLOYEE MANUAL**

CHAPTER 1: INTRODUCTION

1.01 WELCOME

Welcome to the Success Charter Network and Success Academy Charter Schools. We congratulate you on your decision to join our team. We trust that this decision will prove beneficial to you and the families and students we serve. We want you to be informed about the many benefits and services provided to the employees of the Success Charter Network and Success Academies. This handbook uses the term Success Charter Network and Success Academies to refer to your employer. If you are a school teacher or staff, you are employed by the Success Academy Charter School at which you work. Otherwise, the Success Charter Network is your employer.

1.02 ABOUT THIS HANDBOOK

The information in this manual is important to all staff at Success Charter Network and Success Academies. Read the manual now and keep it in a convenient place. You will want to refer to this document when you have questions about school policies and benefits. However, this document is informational only; it is not an attempt to provide a complete reference to the law, employee rights, or the regulations of the State Education Department. If specific questions arise, we urge you to discuss those inquiries with the appropriate administrative staff.

This manual is not a contract, express or implied, nor is it a legal document or an enforceable promise, nor does it guarantee employment for any specific duration. Employment is at the will of both the employer and employee and may be terminated at any time, for any reason, with or without cause or notice, at the sole discretion of Success Charter Network and Success Academies. No supervisor, manager, or other representative of Success Charter Network and Success Academies has the authority to make any verbal promises, commitments, or statements of any kind regarding Success Charter Network and Success Academies' policies, procedures, or any other issues that are legally binding to Success Charter Network and Success Academies.

This handbook is a tool to help promote a cooperative, collaborative, and healthy work atmosphere. It sets forth certain policies relative to hours, wages, and conditions of employment.

This School, as all charter schools in New York State, is subject to the provisions contained in both federal law and certain laws of the State of New York. Charter schools are bound by the same New York State health and safety, civil rights and student testing requirements as other public schools. Additionally, Success Charter Network and Success Academies is subject to the requirements of the compulsory education law and student performance standards adopted by the Board of Regents. From time to time the need will arise for this school to amend, modify, rescind, delete, supplement or add to the provisions of this handbook as law and regulations dictate. In addition, administrative policies may be made by the Board of Trustees. These policies have the force of law, and you are expected to be bound by these policies. Every effort will be made to keep you informed of all changes to law, regulation and policy. Human Resources will attempt to provide you with notification of any other changes as they occur.

No policy contained in this manual can be inconsistent with federal or applicable state law. Additionally, Success Charter Network and Success Academies will be bound by all of the provisions contained in the New York State Charter School Act.

In 1998 New York State joined the majority of states with the adoption of the Charter School Act. New York's legislation is significantly different from that of other states. Within New York State, charter schools were established with the following criteria in mind:

“Charter schools put children before bureaucracy and innovation ahead of regulation. They strengthen public education, by creating alternatives to the existing system, giving parents real choices and creating a competitive atmosphere so all children can improve.”

In New York State charter schools have four distinguishing characteristics that should provide you with guidance regarding the objectives of this school and the State of New York:

- They are public schools, funded with public dollars and fully accountable to public oversight. In fact, accountability is so high that schools that fail to meet its stated goals for academic achievement and fiscal responsibility can be closed.
- They are created by parents, educators, or civic or community groups who can meet qualifications and agree to reach specified pupil achievement goals.
- They operate free from bureaucracy that frequently stifles innovation and cripples learning. Thus, they invite innovation while demanding results.
- They foster competition, which will improve education for all children.

CHAPTER 2: MISSION STATEMENT

Each Success Academy Charter School is a public charter school founded on a simple premise: every student can succeed. Success Charter Network and Success Academies' commitment to success demands that all students at Success Academies meet and exceed NY State standards in all subjects. In addition, Success Academies scholars are capable and confident, value integrity, respect, and compassion, and work to leave the world better than they found it. Success Charter Network and Success Academies' frequent assessments of both students and staff guarantee continual improvement, so that our results can be replicated to deliver success to scholar after scholar, year after year.

Please read the above mission statement. The Board of Trustees believes strongly in the principles and practices identified in this statement. We urge you to consider this in formulating your own teaching philosophies. The objectives of this School may only be realized when our faculty, staff and volunteers share the mission. Our vision of success requires that staff consistently demonstrate excellence in work and character, continual reflection and self-analysis, and commitment to the relentless pursuit of results.

The mission of Success Charter Network and Success Academies requires that all involved in the school work and develop relationships of collegiality. It is reasonable to insist on a high degree of mutual, professional, and personal respect and for a high level of mutual support.

We value the active participation of teachers, staff, and volunteers in decision-making that affects them. Diversity in perspectives leads to a deeper understanding of organizational reality and an enriched knowledge base for decision making. Success Charter Network and Success Academies values the resolution of conflict within its community in a healthy way that leads to stronger solutions for complex issues. We value employees reflecting independently and with their colleagues in order to achieve better organizational decisions.

Genuine community requires that openness and collaboration are conducted without compromising respect for individual privacy. Among other things, this means a high degree of attention to confidentiality. As individuals within the community we should share information about one another and our students on a judiciously defined need to know basis. If one needs to know something in order to carry out school responsibilities one should know it; otherwise the information should not be shared.

Success Charter Network and Success Academies emphasizes the extraordinary degree of care that employees (including volunteers) must take in maintaining the confidentiality of all School matters, including information about children and families as well as employees. Personnel/children's records are confidential and may only be accessed when necessary to complete one's work responsibilities, and under no circumstances are they to be taken out of the office. Our obligation to maintain confidentiality requires that information not be released other than to the child's parents without the express written consent of the parent. This handbook will further address the confidentiality demanded of Success Charter Network and Success Academies employees in subsequent sections.

CHAPTER 3: EMPLOYMENT

3.01 EMPLOYMENT-AT-WILL

As is stated throughout this manual your employment relationship with Success Charter Network and Success Academies is an employment “at will”. This employee handbook does not constitute a contract for employment between Success Charter Network and Success Academies and its employees. Employees of Success Charter Network and Success Academies are considered "at-will," and therefore, the employment relationship may be terminated at any time with or without cause or notice.

It is the responsibility of the Board of Trustees to oversee school policies and operations. However, no person other than Human Resources or the Coo, as applicable, has authority to enter into any agreement for employment for any specified period of time and any such agreement must be in writing.

3.02 PRIMARY GOALS AND RESPONSIBILITIES OF FACULTY/STAFF

As an employee of Success Charter Network and Success Academies, your primary responsibility is for the health and safety of the children in your charge. Always be alert to any safety hazard as to avoid even the appearance of a safety hazard, poor supervision of children, or inattentiveness to their needs.

Your next responsibility is the development of each child’s potential (social-emotional, physical, and intellectual) as well as the development of good work habits, positive attitudes, and the values of Success Charter Network and Success Academies.

Success Charter Network and Success Academies encourages communication between parents, teachers, and administrators. Parents/guardians depend on us for the safety, mental health, happiness and development of their children. You must conduct yourself in such a way that parents feel they can trust and depend on us to care for and educate their children.

You are expected to show parents/guardians the respect that they deserve as partners in our students’ education. We are privileged to educate their children and should be mindful of and demonstrate gratitude for that privilege at all times.

In addition, we all have a serious responsibility towards Success Charter Network and Success Academies, its reputation, and its success educationally. When parents send us their children, it is because they have great expectations and a positive impression of our school and mission. We must consider the quality and professionalism in everything we do and say. Our reputation is our future.

Beyond all this we have a responsibility to society as an educational institution by helping young children become caring people with high standards and goals, people who are competent, compassionate, and thoughtful. All employees at Success Charter Network and Success Academies must consistently model the values that we hope to foster in our students.

3.03 EQUAL OPPORTUNITY EMPLOYER

Success Charter Network and Success Academies is committed to equal employment opportunity. It does not discriminate in employment opportunities or practices on the basis of race, color, religion, gender, sexual orientation, ethnicity, national origin, age, disability, or any other characteristic protected by law. Employment decisions at Success Charter Network and Success Academies 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 hiring, assignments, training, promotion, upgrading, demotion, downgrading, transfer, lay-off and termination, compensation, employee benefits, discipline, and other terms and conditions of employment.

If you have any questions or concerns about any type of discrimination, bring these issues to the attention of Human Resources or the COO, as applicable. Anyone found to be engaging in any type of discrimination will be subject to disciplinary action, up to and including termination of employment.

3.04 RECRUITMENT

Success Charter Network and Success Academies is committed to evaluating each applicant and employee on the basis of personal skill and merit. Success Charter Network and Success Academies selects applicants for employment on the basis of such factors as exceptional demonstrated ability to perform their required duties, experience, character, conformity with Success Charter Network and Success Academies' mission and vision, and necessary credentials.

Success Charter Network and Success Academies actively seeks diversity in its student/parent body, faculty, staff, and administration. Success Charter Network and Success Academies is committed to equal employment opportunity. As previously stated, Success Charter Network and Success Academies does not discriminate on an individual's race, religion, color, creed, national origin, citizenship, disability, marital status, veteran status, sexual orientation or affection preference, age, sex, or any other classification protected by law. This policy governs all aspects of employment at Success Charter Network and Success Academies, including hiring, assignments, training, promotion, upgrading, demotion, downgrading, transfer, lay-off and termination, compensation, employee benefits, discipline, and all others terms and conditions of employment.

Success Charter Network and Success Academies uses several sources to generate a diverse pool of qualified applicants once a determination has been made that a vacancy exists. These sources may include job postings, mailings, informal networking, outside job fairs, on-campus recruiting, on-line internet services, etc.

Success Charter Network and Success Academies will take all appropriate steps to verify the information provided on an employment application. These steps may take place before or after commencement of employment. Any misrepresentation, falsifications, or omissions of any information or date on an employment application may result in your exclusion from further consideration for employment and/or termination of employment.

3.05 EMPLOYMENT ELIGIBILITY

Success Academies, as are all charter schools, are required to finger print prospective employees for purposes of determining whether or not the prospective employee has a criminal history. Since employees of Success Charter Network work closely with charter schools, all prospective employees of Success Charter Network will undergo this criminal history background check. Multiple members of the Success Charter Network or their delegees will review each criminal history report. Additionally a supervision policy will be distributed for employees whose full clearance is pending the above process.

Federal law requires all employers to verify each new employee's identity and legal authority to work in the United States via the INS I-9 Form. All offers of employment are conditional upon the receipt of satisfactory evidence of an applicant's authorization to work in the United States. This evidence of the right to work must be provided within three days of your hire date. Failure to provide the appropriate documentation will be grounds for termination.

3.06 COLLECTIVE BARGAINING

Employees of Success Charter Network and Success Academies are not deemed members of any existing collective bargaining unit representing employees of the school district in which the charter school is located and are not subject to any existing collective bargaining agreement between the school district and its employees. Success Charter Network and Success Academies will afford its employees, not represented by a union, reasonable access to any employee organization.

3.07 EMPLOYMENT CATEGORIES

Each employee is categorized as full-time or part-time, and as exempt or non-exempt.

Full-time employees are regularly scheduled to work 47.5 or more hours per week. Part-time employees are regularly scheduled to work fewer than 47.5 hours per week.

You will be informed upon hire whether you are considered a non-exempt or exempt employee. The "exempt" category applies to certain administrative, professional, instructional, and executive staff. The categorization of an employee as exempt or non-exempt is entirely within the discretion of Success Charter Network and Success Academies. The "non-exempt" category applies to all other employees. In general, non-exempt employees receive pay for overtime work.

General Definitions

- (a) Full-time Employees – Full-time, regular employees work a minimum 47.5 hours per week and are salaried
- (b) Part-time Employees – Part-time employees (work less than 47.5 hours per week) may be salaried or hourly depending on the assignment, and may or may not be eligible for benefits depending on length of employment and assignment.
- (c) Temporary employees – Employees hired for short-term periods are not eligible for benefits.
- (d) Consultants – Independent contractors work under a consultancy agreement, have no employee status, and are not eligible for benefits.

3.08 PHASING OUT AND ELIMINATION OF POSITIONS

From time-to-time, it may be necessary to phase-out or eliminate certain job classifications or reduce the number of positions in a particular employment category. An orderly process will be established by Success Charter Network and Success Academies to guide such phase-out or reduction in force.

The Board of Trustees of Success Charter Network and Success Academies reserves onto itself the right to reduce the number of employees in any job classification. The Board of Trustees will determine, based upon the needs of the School, the titles and individuals to be terminated.

3.09 SEPARATION (RESIGNATION AND TERMINATION)

Success Charter Network and Success Academies believes that a four-week written notice is necessary from the employee in order to achieve appropriate educational transition. Should an employee's appointment at Success Charter Network and Success Academies be terminated, either voluntarily or involuntarily, during the academic year, Success Charter Network and Success Academies will cease salary and benefit payments as of the date work was discontinued.

Return of School Property

Upon termination or resignation, employees must return all keys, records, files, supplies, computers, cell phones, and any other school property.

Termination

As an employee of Success Charter Network and Success Academies you are an employee at will and therefore you may be terminated at any time with or without cause. Success Charter Network and Success Academies may terminate you for cause in the event that there has been a breach of any of the policies, laws, regulations, or standards that Success Charter Network and Success Academies is held accountable for. Instances requiring immediate termination will include, but not be limited to, corporal punishment, use or sale of narcotics, repeated poor performance, excessive absence, excessive lateness, failure to report child abuse, intoxication, demeaning conduct or attitude towards student, employees, visitors or vendors, theft, fighting, abusive or foul language, insubordination, or any other conduct deemed inappropriate by the Principal, COO, CEO, or Board of Trustees, as applicable.

In those instances where the employee has demonstrated deficiencies associated with pedagogical or administrative skills or performance, the Principal, Human Resources, or COO of Success Charter Network, as applicable, may on at least one occasion advise the employee in writing of the deficiencies. If such advisement is given, the employee will be given an opportunity to cure the Administration's concerns. This policy shall not be interpreted to mean that employees are entitled to such advisement. The Principal, Human Resources, COO, or CEO may terminate an employee at any time with or without cause, and with or without offering an opportunity to correct deficiencies.

3.10 ABANDONMENT

An employee is deemed to be on unauthorized leave at such time and on such occasions as the employee may absent himself/herself from required duties. This would cover nonperformance, unauthorized use of sick leave, unauthorized use of other leave benefits, nonattendance at required meetings, and failure to perform supervisory functions at school-sponsored activities.

An employee should notify the Principal in case of any absence. An employee who is absent for a period of at least three days without notifying the Principal, Human Resources, or COO will be considered to have resigned without giving the requested four-week notice, with such resignation effective on the initial date of absence. Human Resources or the COO will make the determination of unauthorized absence.

Verification of Absence

The Principal, Human Resources, the COO, or your supervisor may request a physician's note or other verification as to an employee's claimed reason for absence in any situation if he or she deems necessary. Such verification shall be made within five working days of absence.

3.11 COPYRIGHTS

The entire right, title, and interest of any and all writings and other creations that you may prepare, create, write, initiate, or otherwise develop as part of your efforts while employed by Success Charter Network and Success Academies, shall be considered the property of Success Charter Network and Success Academies and therefore may not be reproduced or distributed in any manner or form without express permission by the school. This includes, but is not limited to, any development of a curriculum. These works will be "works for hire" and shall be Success Charter Network and Success Academies' sole and exclusive property, copyright, patent, and trademark. For items covered by this paragraph, you hereby assign and transfer all rights, title, and interests in all such items, including without limitation, all patent, trademark, and copyright rights that now exist or may exist in the future. At any reasonable time upon request, and without further compensation or limitation, you may be asked to execute and deliver any and all papers or instruments including assignments, declarations, applications, powers of attorney, and other documents, that in Success Charter Network and Success Academies' opinion may be necessary or desirable to secure Success Charter Network and Success Academies' full enjoyment of all right, title, interest, and properties herein assigned. Success Charter Network and Success Academies is not subject to charge for use of your copyrighted, trademarked, and patented materials.

The Success Charter Network and Success Academies has absolute permission and rights to use the videotape, motion picture film, still photographs, and/or sound recordings made of the likeness poses, acts, appearances, and/or voice of yourself in connection with any and all program(s) produced by, or on behalf of, the Success Charter Network and Success Academies.

3.12 NEPOTISM

While Success Charter Network and Success Academies may hire and retain relatives of employees, it will not do so if it determines that hiring or retaining a relative may or does create problems of supervision, security, morals, or conflicts of interest. Relatives will not be permitted to work in a direct supervisory or reporting relationship. Success Charter Network and Success Academies will attempt to provide alternative employment within Success Charter Network and Success Academies for relatives who are affected by the policy stated in this paragraph, but this attempt creates no legal obligation to provide alternative employment. This policy applies across employees of Success Charter Network and Success Academies.

In addition, Success Charter Network and Success Academies may employ relatives of Success Academies scholars, however those relatives are not permitted to work for the school their scholar attends. Success Charter Network and Success Academies will make reasonable exceptions, at its sole discretion, to those employees in order to balance their duties as an employee and as a Success Academies parent. However, the impact of their absence as an employee will be considered a priority and the employee may need to make alternate arrangements with family members to fulfill certain responsibilities as a parent.

With respect to the employment of a relative, Success Charter Network and Success Academies defines relatives as spouses, parents, children, step-children, siblings, in-laws, step-parents, brothers, sisters, and step-children. Additionally, this policy also relates to individuals who are not legally related but who reside with other employees.

3.11 OUTSIDE EMPLOYMENT

In order to properly assess and avoid conflicts of interest, all staff are asked at the time of hire to disclose in writing, any other employment, self-employment, consulting, tutoring, volunteer, or board membership activities in which they plan to engage in at the time of employment with Success Charter Network and Success Academies. Throughout the course of employment, any additional activities of the same nature, not reported at the time of hire, must be reported to the employee's Principal, Human Resources, COO, or supervisor, as applicable, *prior* to entering into those arrangements. Where a conflict of interest exists, the employee will be notified and required to cease such activity, or refrain from initiating the activity. Employees of Success Charter Network and Success Academies are not permitted to engage in any tutoring for hire of Success Academies scholars.

CHAPTER 4: PROCEDURES FOR REPORTING CHILD ABUSE

4.01 CHILD ABUSE AND MALTREATMENT - CHILD ABUSE OR MALTREATMENT PURSUANT TO §411 ET. SEQ. OF THE SOCIAL SERVICES LAW.

Pursuant to §413 of the Social Services Law, school officials are required to report instances of suspected child abuse or maltreatment to the State Central Register of Child Abuse and Maltreatment (“SCR”). A hotline has been established for reporting by mandated reporters, which include school officials. The hotline is 1-800-635-1522.

Child “abuse” occurs when a parent or other person legally responsible for the child inflicts serious physical injury upon the child, creates a substantial risk of serious physical injury, or commits a sex offense against the child. In addition, the definition includes instances where the parent (or personal legally responsible) allows any of the foregoing.

Child “maltreatment” (which includes neglect) occurs when a child’s physical, mental, or emotional condition has been impaired, or is in imminent danger of impairment, by the parent’s (or other person legally responsible for the child) failure to exercise a minimum degree of care including by (1) failing to provide sufficient food, clothing, shelter, education or medical care; (2) failing to provide proper supervision or guardianship; (3) unreasonably inflicting harm, including excessive corporal punishment, (4) abandoning the child, (5) misusing drugs and (6) misusing alcoholic beverages leading to loss of self-control of actions and, in such actions, causing the child to be placed in imminent danger.

As mandated reporters, school officials are required to report suspected child abuse or maltreatment when they have reasonable cause to suspect either has occurred. “Reasonable cause” to suspect child abuse or maltreatment means that, based on a school official’s rational observations, professional training, and experience, the official suspects that the parent or other person legally responsible for the child has harmed the child or placed the child in imminent danger of harm.

The following procedures should be followed in reporting instances of child abuse and maltreatment.

1. If a school employee learns of or suspects a situation of abuse or maltreatment of a student by his or her parent or person legally responsible for the student’s care, the employee must report the situation to the Principal immediately.
2. If, based on the employee’s report, the Principal reasonably believes that abuse or maltreatment has occurred, the Principal must immediately call the SCR hotline at **1-800-635-1522** and make a verbal report.
 - a. The principal should ask the SCR representative his or her name and the “Call I.D.”
 - b. Within 24 hours of the Principal’s verbal report to the SCR hotline, he or she must complete and submit to SCR mandated reporter form “LDSS-2221A”. Form LDSS-2221A may be obtained from the New York State Office of Children and Family Services website at: www.ocfs.state.ny.us/main/forms or by calling (518) 473-0971.

3. If a school official is uncertain about whether a situation rises to the level of abuse or maltreatment, the official should contact the hotline to discuss the matter with a trained SCR specialist.
4. The Principal shall document for his or her confidential file the events, conversations, and facts associated with an allegation of child abuse or neglect, whether or not those circumstances rise to the level of reasonable suspicion that cause him or her to make a report to SCR.
5. All information relating to reports of child abuse or maltreatment shall be strictly confidential.

4.02 CHILD ABUSE IN THE EDUCATIONAL SETTING - CHILD ABUSE IN THE EDUCATIONAL SETTING PURSUANT TO EDUCATION LAW ARTICLE 23-B.

Pursuant to New York Education Law Article 23-B, and the regulations of the Commissioner of Education (8 N.Y.C.R.R. 100.2(hh)), any oral or written allegation to a teacher, school nurse, guidance counselor, psychologist, social worker, administrator, board member, or other school personnel required to hold a teacher or administrator license or certificate, that a child has been subjected to child abuse by an employee or volunteer in an educational setting, shall promptly make a report, on a form provided by the Commissioner of Education, consisting of the following:

1. The name of the child's parent.
2. The name of the person who reported the abuse and their relationship to the child.
3. The name of the employee or volunteer against whom the allegation is made.
4. A listing of the specific allegations.

The report must be given to the Principal immediately. The report and all other written materials, photographs, and/or videos concerning the allegation and report are strictly confidential and may only be disclosed to law enforcement authorities involved in the investigation of the alleged child abuse, or as expressly authorized by law or pursuant to a court-ordered subpoena.

Upon receipt of a written report alleging child abuse in an educational setting, where the administrator has a reasonable suspicion that an act of child abuse has occurred, a school administrator shall follow the duties set forth in New York Education Law §1126 (and other applicable law and regulations), including:

1. If the alleged child-victim made the report, promptly notify the parent of the allegation and provide the parent with a written statement conforming with requirements of applicable law and regulations and setting forth: duties of employees and administrators upon receipt of the allegation, additional duties of superintendents, notification by the district attorney, and actions to be taken upon criminal conviction of a licensed or certified school employee.
2. If the parent made the allegation, promptly provide the parent with the above-referenced written statement.

3. If someone other than the child-victim or parent made the report, ascertain from the reporting person the source and basis of the allegation; promptly notify the parent; and provide the parent with the requisite written statement.
4. If a public school administrator received the written report alleging abuse, the administrator must promptly provide the superintendent, as applicable, with a copy of the report as well.
5. A report of child abuse in an educational setting must be promptly forwarded to the appropriate law enforcement agencies and, if the accused employee or volunteer holds a license or certification issued by the New York State Education Department, to the Commissioner of Education.

If the alleged abuse was by an employee or volunteer of a school other than one within the school district of the child's attendance, the report must be forwarded promptly to the superintendent of the other district.

Moreover, at least annually, the school shall provide training to all new teachers, school nurses, guidance counselors, psychologists, social workers, administrators, board members, and other school personnel required to hold a teacher or administrator license or certificate regarding requirements of reporting of child abuse in an educational setting.

CHAPTER 5: TIME AND ATTENDANCE

5.01 WORK DAYS AND WEEK

The usual work week is Monday through Friday. All employees are expected to work the established work week hours as determined by their supervisor. Additionally, classroom instructional staff are expected to work such hours that ensure the timely start of the school day, an orderly process for ending the school day, and sufficient interaction with other instructional staff and administrators to help support the educational mission of the School.

Employees who need to engage in personal business during the workday must receive prior approval from the Principal or supervisor, as applicable. Afternoons during which professional development hours are held are considered mandatory work hours and are not an opportunity to leave early for any reason.

5.02 HOURS

Staff should expect that on some occasions it will be necessary to meet with colleagues and administrators on business matters after the end or before the start of school or business hours. Additionally, there may be events on weekends or in the evenings after normal school hours that require their attendance.

5.03 PAY PERIODS

Pay periods are bi-weekly; pay periods include two weeks and end on alternating Fridays. Non-exempt employees are subject to a lag payroll equal to one week.

Paychecks - Eligible Employees have the option to have their pay directly deposited into their checking or savings account:

- Employees must complete the necessary paperwork at the main office in order to use Direct Deposit.
- On payday, employees using Direct Deposit will receive a pay stub/report, instead of a paycheck.
- If you are eligible, you will be offered the option to enroll in Direct Deposit upon hire. Subsequently you should contact the payroll administrator for eligibility requirements.
- If you want someone else to pick up your paycheck or stub, we must have a note on-file from you stating who is authorized to do so.
- In the event of a lost paycheck, the payroll administrator must be notified in writing as soon as possible before a replacement check can be issued. In the event the lost paycheck is recovered and the payroll administrator identifies the endorsement as that of the employee, the employee must remit the amount of the replacement check within 24 hours.

5.04 PAID DEDUCTIONS AND GARNISHMENTS

The only deductions from your paycheck are those required by law or authorized in writing by you. Your check stub identifies each deduction and should be kept as a permanent record.

Paid deductions may also be taken by Success Charter Network and Success Academies in response to a garnishment notice received from a court or other legal authority.

5.05 TIME RECORDING

Non-exempt employees must keep accurate time records. Specifically, your time record must show:

- Beginning and ending of each work day
- Beginning and ending of each meal period
- Beginning and ending of any split shift
- Time out of building for personal reasons
- Time off for sick/personal leave
- Time off for vacations and holidays

You must submit your time records to your supervisor bi-weekly. Your supervisor will review and approve your time records but you maintain primary responsibility for the accuracy of the records.

Altering, falsifying, tampering with time records, or recording time on another employee's time record may result in disciplinary action, up to and including termination of employment. Such action may also result in charges of civil or even criminal theft or fraud.

5.06 OVERTIME

Exempt Employees, as defined by law or other regulation and including all instructional employees, are not eligible to earn "overtime" because of working more than the required minimum work day or minimum work week. Exempt Employees will not be paid for such "overtime."

If you are a non-exempt staff employee, overtime consists of extra hours worked in a given work week with the prior approval of your supervisor, who must pre-approve any overtime work. As a non-exempt employee, you will be compensated at 1.5 times your regular rate of pay for work that is in excess of 40 earned hours in a workweek. Non-exempt employees are not entitled to any pay for hours not worked, including school closures, holidays, or sick leave.

5.07 TRAVEL TIME

Travel time is paid when a non-exempt employee is required to travel from one job-related location or site to another during a normally scheduled shift. Travel time is never paid between job related locations or sites and an employee's home, nor is it paid for travel to a non-required/voluntary assignment.

Success Charter Network and Success Academies will cover travel expenses for work-related assignments in accordance with the above statement. In the event an employee's duties requires them to be at a work location or site past 9pm, Success Charter Network and Success Academies will reimburse the employee to take a cab ride to their home in order to ensure their safety. For

overnight assignments, employees have an allowance for each meal while the employee is traveling, as follows: breakfast, \$10; lunch, \$15; dinner, \$25. Allowances do not carry over from one meal to another. All expenses must be approved by the employee's direct supervisor and Success Charter Network and Success Academies reserves the right to deny reimbursement on a case by case basis.

5.08 SCHOOL CALENDAR AND HOLIDAYS - SCHOOL EMPLOYEES ONLY

Each year Success Charter Network and Success Academies will establish a School Calendar that complies with the New York State Education Law relating to compulsory attendance. Success Charter Network and Success Academies has discretion with regard to the dates of attendance for scholars and employees. The School Calendar should be consulted for dates on which the School is closed, however school closures do not necessarily constitute days off for all employees.

5.09 WEATHER DAYS AND OTHER CLOSINGS - SCHOOL EMPLOYEES ONLY

A Success Academy Charter School may be closed due to inclement weather or other situations. An orderly process for notification of public media outlets and, if practical, parents shall be developed and implemented if necessary. At the discretion of the COO, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days to what was scheduled to be the end of the school year. As stated above, certain school employees may be required to work even when the school is closed, depending on assignment and reason for closure. Hourly employees are not paid when school is closed.

CHAPTER 6: EMPLOYEE BENEFITS

6.01 EMPLOYEE BENEFITS AND ELIGIBILITY

The Success Charter Network and Success Academies offers a number of employee benefit plans and programs. Eligibility for these benefits is generally based on your employment status. For more information about your employment status and the benefits you are eligible for, please see section 3.07 of this handbook and contact Human Resources. Any employee who wishes not to accept any of the insurance benefits offered by the school is required to submit such a request in writing to Human Resources.

These benefits are in addition to the Success Charter Network and Success Academies' time-off policies. Those policies are described in Chapter 7 of this handbook.

Below are brief descriptions of the Success Charter Network and Success Academies' employee benefits. The terms and conditions for each benefit are set forth in formal plan documents, which may be amended, replaced or terminated at any time. To the extent that any information in this handbook is in conflict with a provision of a plan document or an amendment to a plan, the plan document or amendment will control. For more information about each benefit program, including limitations of each benefit, please refer to the plan's Summary Plan Description (if applicable) or contact Human Resources.

6.02 RETIREMENT SAVINGS PLAN

Success Charter Network and Success Academies sponsors a Section 403(b) retirement savings plan, under which eligible employees may defer a portion of their income on a pre-tax or post-tax basis. Success Charter Network and Success Academies may also match individual employees' deferrals under the plan. As of July 23, 2010, Success Charter Network and Success Academies matches 100% of the amount you defer under the plan, up to 3% of your eligible compensation.

6.03 HEALTH AND WELFARE BENEFITS

Medical

Medical insurance is available for eligible employees, and there is no cost to you for employee coverage. Coverage also is available for your children and spouse or domestic partner, and there may be a cost to you for this coverage. Employee contributions for health care coverage will be automatically withheld from employee paychecks, in an amount in accordance with a schedule maintained by Human Resources or a designee.

Dental and Vision

Dental and vision insurance is available for eligible employees, and there is no cost to you for employee coverage. Coverage also is available for your children and spouse or domestic partner, and there may be a cost to you for this coverage. Dental and vision insurance is offered as a single package benefit, and so your coverage election will apply to both types of insurance.

Short-Term Disability

Success Charter Network and Success Academies provides short-term disability insurance in accordance with New York State Law, and the premiums are paid by the employer. Such insurance allows payment in the event of certain injuries, illnesses, or other disabilities occurring outside of the

workplace, including pregnancy. Any employee wishing to claim disability pay must file appropriate reports and forms. Such employee also is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

Long-Term Disability, Basic Life and AD&D

Success Charter Network and Success Academies also provides long-term disability, basic life and accidental death & dismemberment (“AD&D”) coverage [to all eligible employees. Eligible employees will be enrolled in all three of these programs as of the day on which you first become eligible and all premiums are paid by the employer.

Flexible Spending Account (“FSAs”)

Flexible Spending Accounts (“FSAs”) allow eligible employees to set aside a portion of their earnings to pay for qualified health care and commuting expenses on a pre-tax basis. Amounts that you set aside under a health FSA are subject to a “use-it-or-lose-it” rule. This means that if you set aside more than you incur in eligible expenses during a calendar year, you will forfeit the unused amount. The FSA plan documents specify the maximum and minimum amounts you may set aside in a given year and any deadlines for using the money and applying for reimbursements.

6.04 WORKERS’ COMPENSATION

All employees are eligible for workers’ compensation in the event they are injured or become ill on the job. In order to ensure that you receive full benefits under this program, you must immediately report to your supervisor all injuries sustained on the job and all illnesses that you believe resulted from your duties for Success Charter Network and Success Academies. Failure to report an injury and illness promptly, or to comply with applicable requirements, may result in a denial of benefits.

6.05 COBRA

The Consolidated Omnibus Budget Reconciliation Act (COBRA) gives employees covered by Success Charter Network and Success Academies’ health insurance plan and their “qualified beneficiaries” the opportunity to continue health insurance coverage when a “qualifying event” would normally result in a loss of eligibility. Common qualifying events include: resignation, termination of employment, death of an employee, a reduction in an employee’s hours, a leave of absence, or divorce. Group health coverage for COBRA participants is usually more expensive than health coverage for active employees. It is ordinarily less expensive, though, than individual health coverage. Success Charter Network and Success Academies provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under Success Charter Network and Success Academies’ health insurance plan. The notice contains important information about the employee’s rights and obligations. For more information, please contact Human Resources.

CHAPTER 7: TIME OFF BENEFIT POLICIES

7.01 HOLIDAYS

Success Charter Network and Success Academies will be closed on the following holidays during the 2010 and 2011 calendar years.

Date	Holiday
2010	
Friday, January 1	New Year's Day
Monday, January 18	Birthday of Martin Luther King, Jr.
Monday, February 15	Washington's Birthday
Monday, May 31	Memorial Day
Monday, July 5	Independence Day
Monday, September 6	Labor Day
Monday, October 11	Columbus Day
Thursday, November 25	Thanksgiving Day
Friday, November 26	Day After Thanksgiving
Thursday, December 23	Christmas Eve Day
Friday, December 24	Christmas Day
Thursday, December 30	New Year's Eve Day
Friday, December 31	New Year's Day (2011)
2011	
Monday, January 17	Birthday of Martin Luther King, Jr.
Monday, February 21	Washington's Birthday
Monday, May 30	Memorial Day
Monday, July 4	Independence Day
Monday, September 5	Labor Day
Monday, October 10	Columbus Day
Thursday, November 24	Thanksgiving Day
Friday, November 25	Day After Thanksgiving
Friday, December 23	Christmas Eve Day
Monday, December 26	Christmas Day
Friday, December 30	New Year's Eve Day

7.02 MILITARY LEAVE

If you are a member of the United States Army, Navy, Air Force, Marine, Coast Guard, National Guard, Reserves or Public Health Service you will be granted an unpaid leave of absence for military service, training or related obligations in accordance with the Unified Services Employment and Re-employment Act of 1995 (USERRA).

7.03 MATERNITY AND PATERNITY LEAVE

Success Charter Network and Success Academies offers primary and secondary parenting leave to salaried employees who have completed at least six (6) months of continuous employment according to the following parameters:

- Success Charter Network and Success Academies will offer twenty (20) days of paid primary parenting leave in the event of birth/adoption of a child.
- Success Charter Network and Success Academies will offer ten (10) days of paid secondary parenting leave in the event of birth/adoption of a child.
- Additional unpaid leave may be arranged at the discretion of Human Resources.

7.04 FAMILY AND MEDICAL LEAVE

It is the policy of Success Charter Network and Success Academies to encourage employees to balance their work and family life by taking reasonable unpaid leave for certain circumstances that affect the family. Success Charter Network and Success Academies generally will grant up to twelve (12) weeks of unpaid family or medical leave to an employee who was worked for Success Charter Network and Success Academies for at least twelve (12) months (not necessarily consecutive) and has worked at least 1,250 hours in the last 12 months. An employee may be eligible for this leave under the federal Family & Medical Leave Act of 1993 (the “Family & Medical Leave Act”), or it otherwise may be granted at the discretion of Human Resources or the COO. Under the Family & Medical Leave Act, an employee may be eligible for family leave for the birth, adoption, foster care or placement for permanent care of a new child, or for the care of a family member with a serious health condition. An employee may also be eligible for medical leave for a serious health condition of his or her own. In addition, an employee may be eligible for military family leave if a spouse, son, daughter or parent of the employee is on active duty or has been notified of an impending call to active duty status, or if a spouse, son, daughter, parent or next of kin of is recovering from a serious illness or injury sustained in the line of duty and the employee is caring for such person. For more information about eligibility and the amount of leave to which you may be entitled, please contact Human Resources.

While an employee is on federally-mandated family, medical, or military family leave, Success Charter Network and Success Academies will maintain the employee’s health coverage under the same terms and conditions as active employees. The employee will be expected to continue to make payments for his or her portion of applicable health insurance premiums.

In most cases, upon returning from leave, an employee will be allowed to resume his or her former position or another one with equal pay, seniority, benefits, and terms and conditions of employment. There are certain exceptions to this provision for certain key employees. Employees who are going to be denied reinstatement will be notified of the denial when Success Charter Network and Success Academies determines such a denial is necessary.

Where possible, an employee must provide reasonable prior notice when requesting family, medical, or military family leave. In addition, Success Charter Network and Success Academies may require an employee to submit certification from a health care provider to substantiate that leave is due to the serious health condition of the employee or the employee’s family member. Certification may also be requested in cases of military family leave.

7.05 CIVIC DUTY LEAVE

Jury Duty

You will be granted leave when summoned for jury duty. Success Charter Network and Success Academies will pay salaried employees up to a maximum of two weeks (10 workdays) for actual time served on jury duty. Hourly employees will not be paid for time served on jury duty beyond the payment mandated by law. You are required to report to work whenever the court schedule permits.

You must report your anticipated jury duty to your supervisor immediately upon receipt of the summons. Upon completion of jury duty service, you must provide a copy of your “Completion of Jury Duty” notice to your supervisor who will forward a copy to the Human Resources for inclusion in your personnel file.

Success Charter Network and Success Academies encourages you to fulfill your civic responsibility to serve jury duty, however, Success Charter Network and Success Academies may ask you to request a postponement from jury duty if, in Human Resources’ or the COO’s judgment, your absence would create serious operational difficulties. Note that New York State automatically grants one request for postponement of jury duty. Therefore, if a teacher or member of the administrative staff is called to jury duty for the first time during a school year, he or she is urged to reschedule jury duty for a school vacation or for the summer.

You will continue to earn all benefits during jury duty leave.

Witness Subpoenas

If you receive a duly issued subpoena to appear as a witness during work time, immediately notify your supervisor. All subpoenas involving possible testimony about Success Charter Network and Success Academies, and your employment at Success Charter Network and Success Academies, must also be immediately reported to the your supervisor and Human Resources or the COO.

CHAPTER 8: EMPLOYEE CONDUCT

8.01 NO-HARASSMENT POLICY

Success Charter Network and Success Academies is committed to providing an environment that is free from harassment and coercion, where all employees can work together comfortably and productively. Harassment is unacceptable under the law and will not be tolerated here. Success Charter Network and Success Academies prohibits all types of harassment, including verbal harassment, based on an employee's sex, race, religion, national origin, ethnicity, age, physical or mental disability, sexual orientation, or any other basis prohibited by federal, state, or local law. This prohibition applies in your relationships with all other employees, students, parents and guardians, visitors, and guests. Likewise, Success Charter Network and Success Academies will not tolerate retaliation or reprisals of any type against any employee who complains of harassment or provides information in connection with any such complaint.

Sexual Harassment

Success Charter Network and Success Academies prohibits sexual harassment at any time of any employee, student, parent or guardian, visitor, guest, candidate for employment, or other person visiting the School's premises. Sexual harassment is a form of sex discrimination in violation of federal, state, and local law. It includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, and other verbal or physical conduct when submission to such conduct is either explicitly or implicitly made a term or condition of employment or submission to or rejection of such conduct is used as the basis for employment decisions or when such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment. All of the same applies in connection with the educational or commercial relationships within Success Charter Network and Success Academies. You cannot be forced to submit to such conduct as a basis for any employment decision, and the School will do its best to keep its workplace free of any conduct which creates an intimidating, hostile, or offensive work environment for you.

Sexual harassment applies to the conduct of a supervisor toward a subordinate, an employee toward another employee, a non-employee toward an employee, or an employee toward an applicant for employment, student, parent or guardian, visitor, or guest. Sexual harassment can apply to conduct in any work-related setting outside the work place as well as at work. The acts underlying sexual harassment need not be sexual in nature or take the form of overt sexual advances. Sexual harassment may consist of intimidation and hostility directed to an individual because of sex or sexual orientation, explicit or degrading verbal, written, or electronic comments of a sexual nature or persistent or unwelcome flirtation or requests for dates, especially if the behavior continues after a clear objection has been made. It is not permissible for any Success Charter Network and Success Academies employee to engage in any form of sexual harassment. An occasional compliment of a socially acceptable nature is not sexual harassment. Neither is consensual sexual behavior between adults, outside the workplace and welcome by both parties; however, those who engage in such relationships should be aware that questions regarding the actual freedom of choice of one of the parties may be raised later, especially when a superior/subordinate relationship exists between them.

DATING POLICY

Some employers prohibit employees from dating, or entering into consensual romantic relationships with other employees to prevent the risk of harassment in the workplace. With certain exceptions that are discussed below, Success Charter Network and Success Academies does not feel that such a prohibition against dating is necessary, provided:

- Both parties mutually and voluntarily consent to the relationship;
- The relationship does not affect judgment or performance of duties of involved employees;
- The relationship does not negatively impact the work environment;
- You use discretion;
- You notify Human Resources immediately in the event of a conflict.

Although this policy does not prohibit the development of friendships or romantic relationships between coworkers, it does establish very clear boundaries as to how such relationships must be conducted during working hours. In addition, such relationships are subject to the following limitations:

- Supervisors may not date subordinates; and subordinates may not date supervisors. For instance, Principals, Assistant Principals, Junior Leaders, or Deans of Students may not date any Lead Teachers, Associate Teachers, Assistant Teachers, Teacher Aides, Tutors, Specials Teachers, or Special Education Teachers or any school-based staff in the same school.
- Network Directors may not date any subordinates they manage directly or indirectly. This includes Assistant Directors, Managers, Associates, Assistants, Interns as well as School-based staff. Individuals in supervisory relationships or other influential roles are subject to more stringent requirements under this policy due to their access to sensitive information and their ability to influence others.
- No employee of the Human Resources Department is allowed to date any employee of Success Charter Network and Success Academies.

Relationships between people of differing levels of power even if they are in different departments or organizations can create issues. For example, a relationship between the head of a department at Success Charter Network and a Success Academies teacher, or a principal at one Success Academy and a teacher at another Success Academy, could create complications. Although such relationships are not necessarily prohibited, they should be disclosed to Human Resources. Therefore, any employee who is in a supervisory role is required to notify Human Resources immediately before engaging in any romantic relationship with an employee of the Success Charter Network and Success Academies.

OTHER HARASSMENT

Other prohibited harassment consists of verbal or physical conduct which degrades or shows hostility or aversion toward an individual in whole or in part because of his/her race, color, religion/creed, gender, national origin, age, disability, citizenship, marital status, or other prohibited basis. This type of harassment does not belong in our workplace or in any work-related setting

outside the workplace. The same prohibition applies in relationships to students, parents or guardians, visitors, and guests. The Success Charter Network and Success Academies will not tolerate such behavior.

8.02 HARASSMENT COMPLAINT PROCEDURE AND INVESTIGATION

If an employee believes that he or she has been harassed by any Success Charter Network and Success Academies employee, student, vendor, client, or other school contact, the employee should immediately report the incident to your supervisor. If the supervisor is involved in the reported conduct, or for some reason the employee feels uncomfortable about making a report to the supervisor, the employee should report directly to Human Resources.

Any person who sees or hears about conduct that may constitute harassment under this policy should immediately contact Human Resources.

Success Charter Network and Success Academies accepts no liability for the harassment of one employee by another employee. An individual who in any way harasses another employee is personally liable for such actions and their consequences. Success Charter Network and Success Academies will normally not provide legal, financial, or any other assistance to an individual accused of harassment if a legal complaint is filed.

INVESTIGATION AND RESPONSE

Success Charter Network and Success Academies will investigate any such report and will take whatever corrective action is deemed necessary, including disciplining any individual who is believed to have violated these prohibitions against harassment and retaliation.

All employees have a duty to cooperate in Success Charter Network and Success Academies' investigation of alleged harassment. Failure to cooperate or deliberately providing false information during an investigation shall be grounds for disciplinary action, including termination.

Success Charter Network and Success Academies will not retaliate, nor will it tolerate retaliation, against employees who complain in good faith about harassment.

Confidentiality

During investigations, confidentiality will be maintained to the extent practical and appropriate under the circumstances. Success Charter Network and Success Academies will maintain confidential records of all complaints and how each was investigated and resolved.

Summary of Responsibilities

Employees

- To refrain from all conduct which might be considered discrimination or harassment.
- To report complaints to your supervisor or Human Resources, who will treat such information with sensitivity to its confidential nature.
- To cooperate reasonably in any investigation conducted by Success Charter Network and Success Academies or its agent.

Supervisors

- To maintain a workplace free of discrimination, harassment, and intimidation.

- To inform employees of Success Charter Network and Success Academies policy prohibiting discrimination and harassment and of their right to bring complaints of this nature, confidentially, to the Administration.
- To report all complaints of discrimination and harassment to the Administration.
- To investigate promptly each complaint and, where the investigation confirms the allegation, to take appropriate corrective action, up to and including discharge.
- To be sensitive to the confidential nature of these matters and to the privacy of all parties involved in such complaints.
- To not retaliate against any employee for bringing a complaint in good faith.

8.03 DRUG AND ALCOHOL-FREE WORKPLACE DRUG SCREENING

Alcohol and illegal drugs in the workplace are a danger to us all. They impair safety and health, promote crime, lower productivity and quality, and undermine public confidence in the work that we do. Employees who work while under the influence of alcohol or drugs present a safety hazard to themselves, their co-workers, and our students. In addition, employees who work under the influence of alcohol or drugs threaten the reputation and integrity of the school.

It is the policy of Success Charter Network and Success Academies to create a drug-free workplace in keeping with the spirit and intent of the Drug Free Workplace Act of 1988. The unlawful manufacture, distribution, dispensation, possession, sale, or use of a controlled substance in the workplace or while engaged in business off premises, such as at a scholar's home, is strictly prohibited.

To maintain a safe, efficient, and alcohol/drug-free work environment, drug and/or alcohol testing may be required if Success Charter Network and Success Academies has a reasonable suspicion you are under the influence of alcohol or drugs in violation of this guideline. The results of any test conducted under this guideline will be treated in a confidential manner.

To educate employees on the dangers of drug abuse, employees may be periodically required to attend information and training sessions regarding alcohol and illegal drug dangers, treatment resources, and workplace policy. Employees convicted of controlled-substance-related violations, including pleas of *nolo contendere* (i.e. no contest), must inform Success Charter Network and Success Academies within five calendar days of such conviction or plea.

Employees who violate any aspect of this policy may be subject to disciplinary action up to and including termination. At its discretion, Success Charter Network and Success Academies may require employees who violate this policy to successfully complete a drug abuse assistance or rehabilitation program as a condition of continued employment.

8.04 TOBACCO USE

Smoking or other tobacco use is not permitted on any school grounds, as required by New York State law. "School grounds" means any building, structure, and surroundings outdoor grounds contained within a public or private pre-school, nursery school, elementary or secondary school. Smoking also is not permitted in any Success Charter Network and Success Academies building.

8.05 VIOLENCE IN THE WORKPLACE

Success Charter Network and Success Academies is committed to preventing workplace violence. Success Charter Network and Success Academies has adopted the following guidelines to deal with intimidation, harassment, or other threats of (or actual) violence that may occur during business hours or on its premises.

All employees, including supervisors and temporary employees, should be treated with courtesy and respect at all times. You are expected to refrain from fighting, rowdy behavior, or other conduct that may be dangerous to others. You may not bring firearms, weapons, or other dangerous or hazardous devices or substances onto Success Charter Network and Success Academies premises.

Success Charter Network and Success Academies will not tolerate conduct that threatens, intimidates, or coerces another employee, a Success Charter Network and Success Academies student, visitor, guest, or candidate for employment. This prohibition includes all acts of harassment, including harassment that is based on an individual's gender, race, age, or any characteristic protected by federal, state, or local law. (See the Success Charter Network and Success Academies No Harassment Policy).

Immediately report violence or threats of violence, both direct and indirect, to a supervisor. This includes threats by employees, students, or visitors. Reports should be as specific and detailed as possible.

Success Charter Network and Success Academies will promptly and thoroughly investigate all reports of violence or threats of violence and of suspicious individuals or activities. The identity of the individual making a report will be protected as much as is practical. In order to maintain workplace safety and the integrity of its investigation Success Charter Network and Success Academies may suspend employees, either with or without pay, pending investigation.

Anyone determined to be responsible for acts or threats of violence or other conduct in violation of these guidelines will be subject to disciplinary action up to and including termination of employment.

Success Charter Network and Success Academies encourages employees to bring their disputes or differences with other employees to the attention of their supervisors or the CEO or the Principal, as applicable, before the situation escalates into potential violence. Success Charter Network and Success Academies is eager to assist in the resolution of employee disputes, and will not discipline you for raising such concerns.

CHAPTER 9: EVALUATION AND PROBLEM SOLVING PROCEDURES

9.01 EVALUATIONS

Your job performance will be reviewed regularly by your supervisor. These evaluations provide both you and your supervisor the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss purposeful approaches for meeting goals.

Your evaluation, together with your written comments, may have a bearing on any personnel decisions involving you.

We work closely with all employees to help them perform to the best of their abilities. The frequency and method of performance evaluation varies, depending on your position. Your supervisor will be able to discuss the means by which your job performance will be evaluated.

Additional Information for Teachers

Success Charter Network and Success Academies does not recognize the concepts of probationary appointments or tenured appointments. Rather, it views each teacher as a professional and accepts the obligation of assisting each faculty member in maximizing her/his professional potential.

The administration and Board of Trustees of each Success Academy are committed to maximizing the educational experience of its pedagogical staff. To that end, observations, reviews, and evaluations, will, in the first instance be made with the objective of enhancing the experience and ability of the teacher. Observations will be provided by the administration frequently, both formally and informally, throughout each school year. More frequent observations may occur with less experienced or new pedagogical staff. Observations may be scheduled in advance or be unannounced, and may last for an entire lesson or any fraction thereof.

The process of meeting with teachers to review evaluations generally begins in the winter and continues through the spring. Success Charter Network and Success Academies also will begin advising teachers whether they should anticipate receiving an employment offer for the subsequent school year during that time. Such advisement does not constitute a contract between the Success Academy Charter School and the employee. In addition, the Board of Trustees of each Success Academy Charter School, its administrators and faculty recognize that employment is directly associated with the budget process and enrollment. Success Charter Network and Success Academies cannot guarantee when employment advisements will be made and there is no guarantee of employment from one school year to the next.

9.02 DISPUTE RESOLUTION

In the event of a problem or dispute with other personnel, students, or parents, an employee may submit a complaint following a process such as the one described below. Careful documentation is key to a successful process. All documentation is to be included in the personnel file. Use the following process for resolving issues:

1. The employee will make a good faith effort to work with the immediate supervisor to resolve the conflict. This effort will consist of problem identification, possible solutions,

selection of resolution, process for implementation of resolution, and scheduling a follow-up. In the event that the complaint involves the immediate supervisor, the employee will work with that individual's supervisor.

2. If the issue is not resolved after a good faith attempt as outlined above, the employee may submit the grievance in writing to Human Resources, the COO, or the Board of Trustees.

CHAPTER 10: HR POLICY

10.01 PERSONNEL RECORDS AND FILES

Your personnel file may include information such as your job application, resume, offer letters, contracts, benefit forms, work history salaries, vacations, sick days, employee evaluations, and correspondence concerning discipline. Success Charter Network and Success Academies keeps your medical records in a file separate from your personnel file.

The following information may be included in your personnel file:

- employment application and résumé,
- reference checks,
- results of finger printing,
- records regarding certification,
- college transcripts,
- job descriptions,
- records relating to hiring, promotion, demotion, transfer, layoff, rates of pay and other forms of compensation, and education and training records,
- records relating to other employment practices,
- letters of recognition,
- disciplinary notices or documents,
- performance evaluations,
- test documents used by an employer to make an employment decision,
- exit interviews, and
- termination records.

The following information will not be included in your personnel file:

- medical records,
- insurance records,
- EEO/invitation to self-identify disability or veteran status records,
- child support/garnishments,
- litigation documents,
- workers' compensation claims, and
- requests for employment/payroll verification.

Personnel and medical files are the property of Success Charter Network and Success Academies and access to the files is restricted. Subject to applicable law, the only persons allowed to review your files are supervisors that may have a legitimate reason to do so.

It is your responsibility to immediately notify Human Resources, in writing, of any changes in personal data such as:

- home address,
- home telephone number and, if available, cell phone number,
- number of dependents,

- name of individual to notify in case of an emergency,
- change in marital status,
- change in alien status, and
- military status.

Failure to report the correct information may adversely affect the benefits to which you are entitled. Providing false information may result in disciplinary action, including termination of your employment.

10.02 CONFIDENTIALITY

Employees of Success Charter Network and Success Academies shall not, in any way, release any information about Success Charter Network and Success Academies, its activities, or the activities of its personnel except as normally required by their duties, unless expressly permitted by Human Resources or the COO , as applicable, and in conformity with the requirements of applicable laws or regulations.

No employee shall publish, disclose, use, or authorize anyone else to publish, disclose, or use, or in any way cause to be published, disclosed, or used any private or proprietary information which such employee may in any way acquire, learn, develop, or create by reason of employment with Success Charter Network and Success Academies, unless otherwise provided by Human Resources of the COO, as applicable. Any document or other material containing such information is required to be returned to Human Resources or the COO, as applicable, upon an employee's termination or resignation.

10.03 CONFIDENTIAL AND PRIVILEGED INFORMATION

This policy reiterates our need for confidentiality in all aspects of your employment. During your employment at Success Charter Network and Success Academies you may learn or work with and be entrusted with confidential and/or privileged information about fellow employees, administrators, school parents, students, or applicants. You must exercise the highest degree of care not to disclose any such information, even inadvertently, to any unauthorized person in or outside of Success Charter Network and Success Academies.

Confidential information includes but is not limited to:

- Student records
- Financial information
- Personnel records
- Payroll records
- Computer programs, codes, processes and passwords
- Personnel information regarding school parents and students

If you believe confidential information must be disclosed to a third party you should consult with Human Resources or the COO, as applicable, prior to the disclosure. There is no excuse for the unauthorized disclosure of confidential information. Failure to follow this policy will result in disciplinary action including termination.

Your obligations under this policy continue after your termination of employment.

10.04 PERSONNEL INQUIRES

No person other than the applicable Board of Trustees, COO, CEO, or Human Resources, or their respective designee is authorized to respond either verbally or in writing to personnel inquiries of any type about any employee of Success Charter Network and Success Academies.

10.05 RELATIONS WITH MEDIA GOVERNMENT AGENCIES AND SPECIAL INTEREST GROUPS

There may be occasions when staff members are contacted by members of the media, government agencies or special interest groups requesting information about Success Charter Network and Success Academies, the industry or other business- or education-related topics. If this situation occurs, staff members are instructed to ask the person making the request to contact Human Resources or the COO, as applicable. If the person making the request persists, staff members should proceed as follows:

- Be courteous.
- Explain that he or she is not authorized to release such information.
- Ask for the person's contact information and the organization that he or she represents.
- Advise the person that the information will be forwarded to the appropriate Success Charter Network and Success Academies representative.
- Immediately advise a supervisor of the incident.

10.06 VISITORS IN THE WORKPLACE

To maintain safety and security, only authorized visitors are allowed on Success Charter Network and Success Academies premises. We request that no visitors (children, parents, spouse, or friends or employees) come to Success Charter Network and Success Academies premises without official prior approval from Human Resources or the COO, as applicable. Unless staff has planned visits in their schedules, the presence of visitors at schools may negatively reflect on classroom activities causing unwarranted disruption and the loss of instructional time.

10.07 BAN ON ACCEPTANCE OF GIFTS

Employees are not permitted in accordance with the Conflict of Interest Provision contained in this handbook to accept personal gifts of any kind of a value exceeding twenty dollars (\$20.00) – including but not limited to money, goods, food, entertainment, or services – directly or indirectly from:

- Individuals, schools, or companies serving as vendors or potential vendors for this school;
- Elected officials or their representatives;
- Candidates for public office or their representatives; or
- Political party officials or their representatives.

Offers of such gifts in excess of \$20.00, even when refused, must be communicated immediately by the employee receiving such an offer to Human Resources or the COO, as applicable. The COO, including in instances where such gifts are intended for and will be used by the Success Charter Network and Success Academies school, may make exceptions.

10.08 PERSONAL APPEARANCE/DRESS CODE

At Success Charter Network and Success Academies, we believe school uniforms and other mechanisms for school culture are crucial to exemplary school performance. We ask our students to be in uniform every day and our teachers to abide by a dress code. We believe all members of our school community should be dressed for success and ready to achieve. All faculty and staff are required to be in business casual attire, without exception. We expect our staff to look neat and professional at all times. We ask our male teachers to wear button-down shirts and ties with trousers or khaki pants. We ask our female teachers to wear trousers, skirts with a blouse or sweater, or a dress. Since our school-based staff is always on the go, we understand that you may need to wear comfortable shoes or sneakers.

ACCEPTABLE	NOT ACCEPTABLE
Flats	Flip-flops
Pumps	Strappy sandals
Dress shoes	Leggings as pants (even with a tunic)
Sneakers (single-color)	Denim of any kind
Ties	Corduroy pants shaped as jeans
Button-down shirts	Spaghetti strap tops
Blouses	Strapless tops
Sweaters	Sheer tops
Tops that allow you to lean over without revealing in front or behind	Tops that bare the midriff
Cotton/wool/corduroy trousers	Low-cut tops
Khaki pants	Shorts
Capri pants	Short skirts/dresses
Skirts long enough to sit on the rug	Sweats
Shirtdresses	Frayed clothing
Dresses	T-shirts (even with the school logo)
	Hats (religious headwear exempted)
	Revealing tattoos

10.09 SOLICITATION AND DISTRIBUTION OF LITERATURE

In the interest of efficiency and security, Success Charter Network and Success Academies' general policy is to restrict solicitations or distributions by employees to non-work areas during non-work time. Employees are prohibited from soliciting or distributing literature in work areas or during work time. Solicitation or distribution of literature of any kind by non-employees is not permitted on premises at any time.

10.10 STANDARDS OF CONDUCT

You are responsible for observing certain rules of behavior and conduct. The purpose of these rules is not to restrict your rights, but rather to be certain that you understand what is expected.

It is not possible to list all the forms of behavior that are considered unacceptable in the workplace. The following are examples of unacceptable conduct that may result in disciplinary action, up to and including termination of employment:

- Theft or inappropriate removal or possession of property
- Falsification of timekeeping records

- Working under the influence of alcohol or illegal drugs
- Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace, while on duty, or while operating employer-owned vehicles or equipment
- Fighting or threatening violence in the workplace
- Boisterous or disruptive activity in the workplace
- Negligence or improper conduct leading to harm to others or to damage of employer-owned property
- Insubordination or other disrespectful conduct (including refusal to follow your supervisor's lawful directives)
- Violation of safety or health rules
- Smoking in prohibited areas
- Sexual or other unlawful or unwelcome harassment
- Possession of dangerous or unauthorized materials, such as explosives or firearms, in the workplace or while at work outside the workplace
- Excessive absenteeism or any absence without notice
- Unauthorized use of telephones, mail system, Internet access, computers, or other employer-owned equipment
- Unauthorized disclosure of business "secrets" or confidential information
- Violation of personnel policies
- Unsatisfactory performance or conduct

Some of the unacceptable forms of behavior are separately discussed in more detail elsewhere in this handbook. Other misconduct will be evaluated based on the specific facts and circumstances. Therefore, as a Success Charter Network and Success Academies employee you are expected to conduct your personal life to avoid unfavorable reflection upon Success Charter Network and Success Academies.

10.11 USE OF FACILITIES AND EQUIPMENT

Computer, Electronic and Voice Mail

This policy establishes rules governing employee use of Success Charter Network and Success Academies' computer network, and options for electronic mail ("e-mail") and telephone message handling ("voicemail") services and Internet access. Success Charter Network and Success Academies has developed this policy and these rules to ensure that everyone understands how these options function and the limits that apply.

All Success Charter Network and Success Academies equipment, including desks, computers and computer systems, computer software, diskettes, e-mail, voicemail, and other physical and electronic items are for work use only, provided that you may send and receive necessary and appropriate personal messages on your office voicemail and/or through office e-mail and that such use remains extremely limited. All communications and information transmitted by, received from, or stored in these systems are Success Charter Network and Success Academies records and property of Success Charter Network and Success Academies. You have no right to personal privacy in any matter stored in, created, received, or sent over the Success Charter Network and Success Academies computer, e-mail, Internet, or voicemail system.

Success Charter Network and Success Academies at all times retains the right, without notice, to search all directories, indices, diskettes, files, databases, e-mail messages, voicemail messages,

internet access logs and any other electronic transmissions contained in or used in conjunction with Success Charter Network and Success Academies' computer, e-mail, voicemail, and Internet access systems and equipment.

Computer, e-mail, and voicemail messages you delete or erase may remain stored in Success Charter Network and Success Academies' computer server or telephone system. By placing information on Success Charter Network and Success Academies' computer system, you give Success Charter Network and Success Academies the right to edit, delete, copy, republish, and distribute such information.

Success Charter Network and Success Academies' Harassment Prevention Policy and Success Charter Network and Success Academies' policy with respect to Confidential Information apply to all forms of communication including written, e-mail, and voicemail.

All Success Charter Network and Success Academies systems require users to identify themselves with a user ID and password to obtain network access. Unauthorized use of systems without making this identification or by bypassing this process is a violation of Success Charter Network and Success Academies policy. You should make every effort to safeguard your password.

Sharing your network access with other users is strictly prohibited.

If Success Charter Network and Success Academies provides you access to an internet service such as web-browsing, such access is only for work use. This restriction includes any internet service which is accessed on or from Success Charter Network and Success Academies premises using Success Charter Network and Success Academies computer equipment or via Success Charter Network and Success Academies-paid access methods and/or used in a manner that identifies you with Success Charter Network and Success Academies. Very limited or incidental use of Internet services for personal, non-business purposes is acceptable. However, personal use must be infrequent and must not:

- Involve any prohibited activity (see Prohibited Activities);
- Interfere with your productivity or the productivity of your co-workers;
- Consume system resources or storage capacity on an ongoing basis; or
- Involve large file transfers or otherwise deplete system resources available for business purposes

Note: Employees must take the necessary anti-virus precautions before downloading or copying any file. If you become aware of any potential virus, notify your supervisor immediately.

The following guidelines have been established to help ensure responsible and productive Internet usage and you are strictly prohibited from using Success Charter Network and Success Academies - provided computer, e-mail, voice-mail and internet access services in a manner contrary to the following "Prohibited Activities":

- All Internet data composed, transmitted, or received is subject to disclosure to law enforcement or third parties. Therefore all information must be accurate, appropriate, ethical and lawful.

- Data composed, transmitted, accessed, or received must not contain content that could be considered discriminatory, offensive, pornographic, obscene, threatening, harassing, intimidating, or disruptive to any employee or other person. Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, offensive gender-specific comments, or any other comments or images that could reasonably offend someone on the basis of race, age, sex, religion or political beliefs, national origin, disability, sexual orientation, or any other characteristic protected by law. Sending uninvited e-mail of a personal nature is also prohibited.
- The unauthorized use, installation, copying, receipt or distribution of copyrighted, trademarked, or patented material is prohibited.
- The deliberate alteration of system files or accessing any restricted files of Success Charter Network and Success Academies is prohibited as is the use of Success Charter Network and Success Academies' computer resources to create or propagate computer viruses, cause damage to the Success Charter Network and Success Academies computer files or to disrupt computer services.
- Making changes to computer configurations without permission from the technology department is strictly prohibited and is a violation of Success Charter Network and Success Academies policy. Prohibited changes to computer configurations include, but are not limited to, installing software, modifying the operating system or installed applications, adding additional hardware or moving computer systems from their assigned locations.

Success Charter Network and Success Academies purchases and licenses the use of various computer software for business purposes only and does not own the copyright to this software or its related documentation and therefore Success Charter Network and Success Academies does not have the right to reproduce such software for use except as expressly provided in the license or purchase agreement. Success Charter Network and Success Academies expressly prohibits the illegal duplication of software and its related documentation.

As an employee, you should not expect privacy with respect to any of your activities using the Success Charter Network and Success Academies-provided e-mail, voice-mail or Internet access or services. Success Charter Network and Success Academies reserves the right to review or otherwise monitor any files, messages, or communications sent, received, or stored in the Success Charter Network and Success Academies computer or telephone systems.

If you violate this policy, you are subject to discipline, up to and including termination of employment. If you use the Success Charter Network and Success Academies computer system for defamatory, illegal, or fraudulent purposes, you may also be subject to civil liability and criminal prosecution.

Use of the Phone and Copiers

Success Charter Network and Success Academies' phones are provided for business use. Personal calls to and from the Success Charter Network and Success Academies are to be held to a minimum. You must charge any personal toll calls/long distance to your home phone or to a phone card.

You may not use photocopiers for personal purposes, and you may not photocopy copyrighted materials without prior authorization.

10.12 WHISTLE BLOWER POLICY

Reporting Responsibility

Success Charter Network and Success Academies' Code of Ethics and Standard of Conduct ("Code") requires all employees to observe high standards of business and personal ethics in the conduct of their duties and responsibilities and to comply with all applicable laws and regulations. As an employee and representative of Success Charter Network and Success Academies, you must practice honesty and integrity in fulfilling your responsibilities. Furthermore, employees are expected to report violations or suspected violations of Success Charter Network and Success Academies' Code in accordance with this policy.

No Retaliation

No employee who in good faith reports a violation of the Code shall suffer harassment, retaliation, or adverse employment consequence. An employee who retaliates against someone who has reported a violation in good faith is subject to disciplinary action up to and including termination of employment.

Reporting Violations

Success Charter Network and Success Academies maintains an open door policy and suggests that employees share their questions, concerns, suggestions, or complaints with someone who can address them properly. In most cases, an employee's supervisor is in the best position to address areas of concern. However, if you are not comfortable bringing a concern to your supervisor, or if you are not satisfied with your supervisor's response, you are encouraged to speak with Human Resources or the COO, as applicable.

Handling of Reported Violations

Success Charter Network and Success Academies will investigate any credible, reported violations and will take whatever corrective action is deemed necessary, including disciplining any individual who is believed to have committed a violation.

All employees have a duty to cooperate in Success Charter Network and Success Academies' investigation. Failure to cooperate or deliberately providing false information during an investigation shall be grounds for disciplinary action, including termination.

CHAPTER 11: AMERICANS WITH DISABILITIES ACT (ADA)

The Americans with Disabilities Act (ADA) of 1990, as amended, is a civil rights act prohibiting discrimination against individuals with disabilities in employment, public services and transportation, public accommodations, and telecommunications.

Success Charter Network and Success Academies is committed to complying with all applicable provisions of the ADA, including the requirement to provide a reasonable accommodation to any qualified employee or applicant with a known qualified disability unless it would impose an undue hardship on Success Charter Network and Success Academies. Individuals who believe they need an accommodation to perform their jobs should submit a written request to Human Resources with appropriate medical documentation to support their request, describing the activities that can and cannot be performed. Consideration of a request for an accommodation may be delayed or denied if the appropriate documentation is not provided in a timely manner.

CHAPTER 12: OSHA

Safety & Security

Consistent with federal OSHA requirements and to protect the well-being of employees, Success Charter Network and Success Academies recognizes a need to limit the potential harmful effects of occupational exposure to blood and other potentially infectious bodily fluids where exposure to these materials (primarily hepatitis B and human immunodeficiency virus (HIV/AIDS)) could result in infection, illness, or death of employees. The policy covers all Success Charter Network and Success Academies employees but particularly those who may reasonably anticipate coming into contact with these materials as a result of their job duties. If your job duties may put you into this category, Success Charter Network and Success Academies will provide you with appropriate information.

CHAPTER 13: ETHICS/CONFLICTS OF INTEREST

It is imperative that Success Charter Network and Success Academies, both in reality and in perception be deemed to operate solely in the best interests of the students it serves. Any taint to its reputation will significantly impact the mission of Success Charter Network and Success Academies. As an employee of Success Charter Network and Success Academies you are to be ever mindful of the need to conduct yourself both in and outside of the workplace in a manner that will not adversely reflect on the reputation of Success Charter Network and Success Academies.

You have an obligation to conduct your affairs within guidelines that prohibit actual or potential conflicts of interest. Any actual or potential conflict of interest occurs when you are in a position to influence a decision that may result in a personal gain for you, for a relative or for anyone else who has a close personal relationship with you as a result of Success Charter Network and Success Academies business dealings. For the purpose of this policy, a relative or a person with a close personal relationship is any person who is related by blood or marriage, or whose relationship with you is similar to that of persons who are related by blood or marriage.

If you have any influence in transactions involving purchases, contracts, or supplies it is imperative that you disclose that relationship to the CEO or Principal, as applicable, immediately so that safeguards can be established to protect all parties.

Personal gain may result in instances where you or your relative or one with a close personal relationship has a significant ownership in the vendor or firm with which Success Charter Network and Success Academies does business. As noted elsewhere, accepting a gift from a vendor or business doing business with Success Charter Network and Success Academies is prohibited.

The Code of Ethics policy will be distributed to each employee.

12. Partner Organizations

(a) Partner Information

If the proposed education corporation or school, as applicable, would have the same partnership relationship(s) as the existing corporation or replicating school, incorporate this section by reference per the instructions above, *but also provide a letter of support or resolution of the partner organization stating that its role would be the same with respect to the new school (see Request 12(b) – Partner Commitment)*. If the proposed or existing education corporation would have any new partnership(s) that will have a significant relationship with the proposed school, for each partner organization, provide the following:

- Name of the partner organization(s);
- Description of the nature and purpose of the proposed school’s relationship with the organization(s); and,
- Name of a contact person for the partner organization(s), along with the address, phone number, and e-mail of such contact person for the partner organization.

The Institute may at its sole discretion, determine that the applicants will need to submit a Business Plan as articulated in Appendix A in relation to any proposed partnership(s). Please contact the Institute with any questions related to this request.

The proposed schools do not intend to form a significant relationship with a partner organization.

(b) Partner Commitment

For each new proposed partnership, provide a letter of intent or commitment from a bona fide representative of each partner organization(s) indicating that the organization(s) will be involved in the charter school and the terms and extent of its involvement; and,

For each partnership incorporated by reference above, provide a letter of support or resolution of the partner organization stating that its role would be the same with respect to the new school.

As noted above, the proposed schools do not intend to form a significant relationship with a partner organization.

13. Governance

(a) Education Corporation Board Roles and Responsibilities

Proposed new education corporation

If the proposed education corporation would have the same board roles and responsibilities as the replicating education corporation, incorporate the board roles and responsibilities by reference per the instructions above. If any aspect of the proposed education corporation board roles and responsibilities would be different from the education corporation to be replicated, complete this Response accordingly.

Existing Education Corporation

If the existing SUNY authorized education corporation proposes to operate an additional school, and the governance structure would not change incorporate this section by reference per the instructions above.

If the existing SUNY authorized education corporation proposes to operate an additional school, and the governance structure would change then a full response must be supplied that would include how the roles and responsibilities will change to address the governance of more than one school including any new procedures or committee structures. In such cases, describe the roles and responsibilities of the education corporation's board of trustees.

The response should explain the role of the board in:

- Selecting school leader(s) (and partner or management organizations, if any);
- Monitoring school performance; and,
- Evaluating school leaders (and partner or management organizations, if any) and holding them accountable for achievement of the school's mission and goals.

The governance structure of SA NYC should be incorporated by reference.

(b) School Board Design

If the proposed school would have the same board design as the replicating school, incorporate the board roles and responsibilities by reference per the instructions above. If any aspect of the proposed school board roles and responsibilities would be different from the school to be replicated, complete this Response accordingly. If any of the following aspects of the proposed School Board Design would be different from the

school to be replicated, complete the section of this response accordingly, particularly if the proposed new school would be governed by the existing school board and there would be any new committee structures, officers, or trustees.

Describe and provide the rationale for the proposed design of the education corporation's board of trustees. This response should address:

- Number of trustees;
- Qualifications to be a trustee;
- Trustee recruitment and selection process and criteria;
- New trustee orientation process;
- Officer positions;
- Standing committees (if any);
- Ex-officio members (voting and non-voting);
- Frequency of board and committee meetings;
- Information to be received from the CMO, school leadership, staff or contractors as applicable. If such information would be different in the case of adding an additional school to an existing education corporation please explain how and why the school board believes it will be provided sufficient information.
- Delegation of authority to any committees, officers, employees or contractors;
- Procedures for publicizing and conducting school board meetings and taking and maintaining board and committee meeting minutes in accordance with the NY Open Meetings Law;
- Procedures for handling complaints, including from staff and parents; and, Board training and development.

The board design of SA NYC should be incorporated by reference.

(c) Current or Proposed Founding Board of Trustees

Complete the following table for all members of the current education corporation board or to detail changes to an existing board, or if a new education corporation would be created, the proposed founding education corporation board, including any currently vacant seats that the board would seek to fill by the end of the first year of operation (e.g. a seat for an ex-officio parent representative).

A minimum of five members must be identified when the proposal is submitted. (In circumstances where persons affiliated with a CMO will serve on the education corporation board, more than five trustees must be

identified when the proposal is submitted. Please see the Guidance Handbook for more details.)

Please note that paid employees of the school may generally not serve as voting members of the board or count toward a quorum when considering attendance, including administrators and teachers, except perhaps in limited circumstances. Please see the Guidance Handbook for further information.

Name	Voting	Ex-Officio	Officer Position and/or Committee Membership	Length of Initial Term
Samuel Cole	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Chairperson	3 years
Bryan Binder	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Vice Chairperson	3 years
Scott Friedman	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Treasurer	3 years
Gregory Sawers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Secretary	3 years
Jay Bryant	<input checked="" type="checkbox"/>	<input type="checkbox"/>		3 years
Sandeep Chainani	<input checked="" type="checkbox"/>	<input type="checkbox"/>		3 years
Donna Kennedy	<input checked="" type="checkbox"/>	<input type="checkbox"/>		3 years
Khadijah Pickel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Parent Representative	1 year
Lance Rosen	<input checked="" type="checkbox"/>	<input type="checkbox"/>		3 Years
Catherine Shinker	<input checked="" type="checkbox"/>	<input type="checkbox"/>		3 years

Explain the capacity of the board to govern the proposed school and ensure that its mission is met, including the relevant skill sets and experiences of the proposed board members and the extent to which those skills sets have contributed to effective oversight of the school(s) to be replicated.

As set forth in the SA NYC terms of operation, the Board’s roles, responsibilities, and design have been established so that the Board has appropriate oversight over the SA NYC schools. This oversight includes the use of data and other tools to oversee school quality and to inform decision-making.

Each SA NYC Board member has previously served on the Board of at least one Success Academy school, and has therefore already overseen one or more high-performing schools. The Board members have diverse professional experiences, qualifications, and skills necessary for the successful operation of schools. They have backgrounds in fields such as education, operations, and finance, which allow them to assess and maintain SA NYC’s academic performance and operational and financial soundness. In addition, several Board members have experience serving on the boards of other not-for-profit organizations. Additional information regarding the capacity of each Board member to govern the school has been provided in Appendix A and in previous submissions,

including the SA NYC terms of operation. Additionally, the SUNY Trustees and Institute staff have met with the SA NYC Board on multiple occasions, during which times the SA NYC Board members have demonstrated their capacity to provide effective oversight to all SA NYC schools.

(d) Stakeholder Participation

If stakeholders are able to participate in school governance in the same manner as the replicating school, incorporate this section by reference per the instructions above. If there are any differences, explain how parents and school staff, including teachers, will be able to provide input and participate in the governance of the school.

The stakeholder participation in school governance of SA NYC should be incorporated by reference.

13. Governance

(e) By-laws

Proposed new education corporation

In cases where a new education corporation is being formed to operate the proposed school please provide the by-laws for the proposed education corporation.

Existing Education Corporation

Only provide bylaws as indicated below if there would be changes to the by-laws of the education corporation as a result of being granted authority to operate the additional school(s).

Note that the by-laws must conform to the applicable provisions of the General Municipal Law that have applied to charter schools since 2010. By-laws that have not be reviewed or updated for those provisions should be reviewed and, if necessary, submitted in full.

There are no changes to the SA NYC By-laws.

13. Governance

(f) Code of Ethics

Proposed new education corporation

If the proposed education corporation would have the same Code of Ethics as the replicating education corporation, please note that but also include the Code of Ethics with the name of the proposed education corporation

Existing education corporation

If there are no changes to the Code of Ethics, please state that fact. If any aspect of the Code of Ethics would be different from the school to be replicated, complete this Response accordingly.

Note that the code of ethics must conform to the applicable provisions of the General Municipal Law that have applied to charter schools since 2010. Codes of ethics that have not be reviewed or updated for those provisions should be submitted in full.

Attach the code of ethics of the charter school. The code of ethics must include a comprehensive and formal conflict of interest policy with specific procedures for implementing the policy and assuring compliance therewith. The code of ethics and conflict of interest policy must be written to apply not only to trustees, but also to officers and employees of the school in conformity with the General Municipal Law.

There are no changes to the SA NYC Code of Ethics.

13. Governance

(g) Board Member Information

ONLY for new education corporation trustees, please attach a resume or biographical statement and a completed “Request for Information from Prospective Charter School Board Members” (RFI form) for each proposed new board member to the Institute. The RFI form can be found on the Institute’s website at: <http://newyorkcharters.org/schoolsBOT.htm>.

This request is not applicable as there are no new SA NYC Board members.

14. Community Relations

(a) District Relations

Describe any supporting evidence of any explicit support for the proposed school from the school district in which the school intends to be located. Also include;

- **Strategies for establishing and maintaining an ongoing relationship with the local school district including any foreseen opportunities or challenges; and,**
- **A description of low-performing schools in the area where the proposed charter school intends to be located and explain how the charter school might partner with those schools to share best practices and innovations.**

Thousands of parents in CSDs 2, 8, 21, 22, 27 and 29 have expressed their support for a new school or schools operated by Success Academy in their neighborhood. Please refer to Response 14(c) – Evidence of Community Support A-F for copies of approximately 14,000 petition signatures from community members who “would be interested in sending [their] child to” a Success Academy school in the relevant CSD or “would support this school opening.” Approximate signature totals to date are approximately 3,200 from CSD 2; 2,500 from CSD 8; 1,500 from CSD 21; 2,800 from CSD 22; 1,500 from CSD 27, and 2,600 from CSD 29.

The petition signatures were obtained by canvassers who verbally provided basic information about this proposal and/or distributed flyers in English and Spanish. The petition informs signers that an application will be submitted to open the proposed school in August 2014 in the relevant CSD, and the proposed grades of the school. The petition language also directs signers to the Success Academy website for additional information. The flyers distributed indicate that an application will be submitted to open the proposed school in August 2014 in the relevant CSD, and the proposed grades of the school. The flyers also actively solicit public comment, include an e-mail address to use in order to do so, and direct the public to the Success Academy website for additional information. Please refer to Response 03(c) – Outreach Evidence DD for English and Spanish copies of the nearly 10,000 flyers distributed in CSDs 2, 8, 21, 22, 27, and 29. For additional evidence of community support, please see Response 01 – Community Need, Response 03 – Proposal History and Response 15 – Student Demand.

Intended Strategies for Establishing and Maintaining an Ongoing Relationship

Success Academy has employed, and intends to continue to employ, a robust outreach plan for communities in the proposed CSDs. Success Academy does significant outreach when entering a new community. This outreach includes conducting information sessions, visiting preschools and churches, canvassing the neighborhoods and passing out flyers, conducting tours of existing Success Academy schools, and other outreach. Success Academy also conducts information sessions with Spanish speakers present and widely distributes Spanish marketing

materials. Success Academy will continue this proactive approach in establishing and growing relationships with the communities of CSDs 2, 8, 21, 22, 27, and 29.

Sharing of Best Practices

Please refer to Response 01 – Community Need for a discussion of the performance of schools in the relevant CSDs and how Success Academy seeks to share best practices with neighboring public, public charter, and non-public schools, including the practice of setting consistently high expectations. As noted in Response 01 – Community Need, zoned schools that are co-located with existing Success Academy schools have already begun adopting some of Success Academy’s best practices. For example, one school has modeled parts of its school culture on an existing Success Academy Harlem school, including posting college paraphernalia on classroom doors and hallways. Success Academy leaders also published a book last year to share best practices in literacy instruction and teacher training. Success Academy regularly shares best practices with zoned public schools. At Success Academy Charter School – Bronx 2, the Principal has been advising the co-located district Principal on best instructional practices. At Success Academy Charter School – Harlem 2, the Principal accepted the co-located zone school Principal’s request to learn about Success Academy’s literacy program so that the zone school can consider adopting it. The co-located Principal has observed instruction with the Success Academy Principal. Entire school districts from across the country have visited Success Academy schools to adopt best practices. More instances have occurred on a formal and informal basis. Success Academy is constantly exploring ways in which its practices can benefit educators more broadly and is open to input from the communities in which it operates, the Charter School Institute of the State University of New York, or the New York City Department of Education on additional strategies to share best practices.

(b) Community Relations

Describe any explicit support for this proposal from community stakeholders or others, including;

- **known opposition to this proposal including the individuals or organizations and their rationale for opposing the school;**
- **efforts the founding team has made to address or respond to their concerns; and,**
- **how the founding team and school intend to overcome challenges associate[d] with opposition to the school.**

As discussed in Response 03 – Proposal History and Response 14(c) – Community Outreach, Success Academy outreach has led to numerous expressions of interest and/or support in the proposed schools.

Several community stakeholders have voiced concerns about the policy of co-locating multiple schools in a single building and/or the availability of space. As noted throughout the proposal, Success Academy operates public schools, and it is the policy of New York City to allocate public space to public schools. Some opponents of this policy, namely the United Federation of Teachers, organize groups to oppose competition with low-performing schools. No concerns have been raised about the quality of Success Academy schools. Indeed, Success Academy schools are widely hailed as among the most high-performing in New York State. Success Academy strongly believes in the importance of siting public charter schools in underutilized public school buildings as a way to offer more quality public school seats and educational options to the community. Co-locations are common in New York City, and most of them do not involve charter schools. Fifty-eight percent of all New York City public schools are co-located, and the vast majority (83%) of buildings with co-locations contain multiple DOE schools and no charter school.¹ Success Academy is committed to establishing a cooperative and respectful relationship with any school or schools that it co-locates with, and it will endeavor to share best practices and build a strong school community.

As explained in more detail in Response 16 – Facilities, Success Academy intends to seek public facility space in order to serve the students who will attend these six proposed public charter schools. Success Academy will seek space in underutilized public school buildings. The community will have an opportunity to comment on any proposed co-location through the legally mandated hearing and public comment process for space utilization decisions. If there is no suitable public school building available within CSDs 2, 8, 21, 22, 27 and/or 29, Success Academy will pursue available space in a different CSD or defer opening the school(s) until such time that suitable public school building(s) should become available.

To the extent that opposition to this proposal or the proposed schools should arise, where appropriate, Success Academy will incorporate any useful suggestions into the direction of the school where such suggestions are feasible and will maintain the highest standards for educating students.

(c) Evidence of Community Support

Submit actual examples, documents, etc. to address the request.

Please refer to Response 14(c) – Evidence of Community Support A-F for a record of the approximately 14,000 petition signatures received to date. Please refer to Response 03(c) – Outreach Evidence EE for written comments received to date, many of which are expressions of support for this proposal.

¹ New York City Charter School Center, Co-Location Fact Sheet, *available at* http://www.nyccharterschools.org/sites/default/files/resources/nyccsc_colocation_fact_sheet.pdf.