SUNY Charter Schools Institute
The State University of New York

PROPOSAL SUMMARY AND TRANSMITTAL FORM

Proposed School Information

Charter School Name:	New York City School of the Arts		
Education Corp. Name:			
Education Corp. Status:	New Education Corporation	Proposal Type:	Standard New School Proposal
School District (or NYC CSD):	CSD 1/CSD 2		
Opening Date:	8/1/2016		

Proposed Grades and Enrollment

Charter Year	Grades	Enrollment
Year 1	6	102
Year 2	6-7	204
Year 3	6-8	306
Year 4	6-8	306
Year 5	6-8	306

Proposed Affiliations (if any)

Charter Management Company ("CMO"):

CMO Public Contact Info (Name, Phone):

Partner Organization:

Partner Public Contact Info (Name, Phone):

Lead Applicant Contact Information

First Lead Applicant Name: Jamie Davidson

Applicant is a: ☐ Parent ☒ Teacher ☒ School Administrator ☒ District Resident ☐ Education Corp./Charter School

Applicant Mailing Address:

Primary Phone #: 917-833-6469 Secondary Phone #: Email: Jamiesdavidson@gmail.com

Second Lead Applicant Name: Dr. Geoffrey Kiorpes

Applicant is a: ☐ Parent ☒ Teacher ☐ School Administrator ☒ District Resident ☐ Education Corp./Charter School

Applicant Mailing Address:

Primary Phone #: Secondary Phone #: Email:

List additional lead applicants in the "Other" section. ☐ Not Applicable ☐ Additional Applicants Listed in "Other"

Media/Public Contact Information (required)

Name: Jamie Davidson Phone #: 917-833-6469 Email: Jamiesdavidson@gmail.com

Lead Applicant Signature

Signature: Date: July 10, 2015

Authenticated Digital Signatures accepted. If a handwritten signature is used, the Institute must receive the transmittal form, bearing an original signature, postmarked no later than the proposal submission deadline. 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 (as amended) with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

OFFICIAL USE ONLY: Received By: Date:

Submit Completed Proposal to:
Charter Schools Institute, State University of New York, 4 1 State St., Suite 700, Albany, New York 12207.

Phone: (518) 445-4250
Fax: (518) 427-6510
Email: charters@suny.edu

Program Design

MISSION STATEMENT

The mission of New York City Charter School of the Arts (City School of the Arts) is to inspire a diverse community of young people to engage with the arts as a pathway to rich and rigorous academic scholarship and a creative, purposeful life.

KEY DESIGN ELEMENTS

CURRICULUM: Leveraging arts-infused learning for strong academic outcomes.
A growing body of research demonstrates that in-depth study in the visual and performing arts results in measurably better academic performance for all students.

CAPACITY: Developing and sustaining an innovative, results-driven team.
Cultivating a team of innovative and collaborative educators will be fundamental to serving our mission.

CULTURE: Building community through socio-emotional curriculum & mindfulness.
Studies show that supporting students' socio-emotional wellness helps them develop resiliency, counteracts the chronic stress associated with poverty, and supports academic achievement.

CAMP: Integrating learning through wilderness education.
City School of the Arts students will spend three separate weeks per year at Camp Vacamas, our partner wilderness facility, learning in a natural environment that dramatically contrasts their life in the city.

SCHEDULE

Proposed Number of School Days per Year:	182	Proposed Daily Beginning and Ending of School Day:	7:45-4:45

Additional Schedule Information (optional):

ACADEMIC PROGRAM

By aligning the school day horizontally across all disciplines, our curriculum will reinforce and support learning in all content areas. Leveraging the arts to support engagement with academic subject matter aligned with interdisciplinary themes, we will increase opportunitites for mastering core academic content by providing students with both traditional and alternative gateways to understanding. Our graduates will be fully prepared for successful high school careers, with the additional competitive advantage of a solid foundation in the visual and performing arts.

School Management

MANAGEMENT STRUCTURE

The organizational structure of City School of the Arts was designed to represent the nature of our collaborative culture. With a strong leadership team and high functioning governing body, we aim to empower teachers and staff to take ownership of our school community. Following is a summary of our organizational chart:

Board of Trustees; Head of School; Directors Curriculum, Artistic, and Operations Student Support; Faculty and Staff

ROLE OF CMO OR PARTNER(S)

Facility

SCHOOL FACILITY PLANS

In response to the unique space requirements of our program, and with full awareness of the complexity of the facilities access process, City School of the Arts' founders have reached out to the brokers of a number of private facilities and identified potentially suitable space in Catholic churches (such as St. James and St. Joseph's, which will become vacant this year), and several of New York City Housing Authority's larger community centers. Our founders are also meeting with landlords, real estate developers, and financial groups, such as Civic Builders, to assess our options.Proposed Trustee Jim Chu has real estate finance experience both owning and renting commercial spaces in the districts to which we are applying. As we are awaiting confirmation of site availability and lease terms, we will also submit a request to the NYC Department of Education of Portfolio Management for co-location space as a contingency plan.

Other

Third Lead Applicant: Kate Quarfordt, Parent; Teacher

1. Community Need and Proposed School Impact

A. Community Description and Need

New York City Charter School of the Arts (City School of the Arts) is a non-selective arts-based charter middle school proposing to open on the Lower East Side (LES) of Manhattan in Community School District 1 (CSD 1) or Community School District 2 (CSD 2) in the fall of 2016. If approved, City School of the Arts would be the first non-selective arts-based charter school in Manhattan. Seeking to build a school with a diverse student body that is reflective of the Lower Manhattan community at large, City School of the Arts would be further distinguished as one of of only 8 charter schools in New York City whose student body represents a broad cross-section of demographics. A number of studies suggest that racially and socioeconomically integrated schools benefit all students in addition to breaking down barriers for change[1], yet few charter schools are opening in neighborhoods where this is feasible. In their robust work studying diversity and innovation in the charter school space, The Century Foundation's Richard Kahlenberg and Halle Potter laid out compelling research to show that diverse schools such as Capital City, Community Roots, Brooklyn Prospect, and Blackstone Valley Prep offer their students "the best chance of succeeding in an evolving twenty-first century society and economy. "

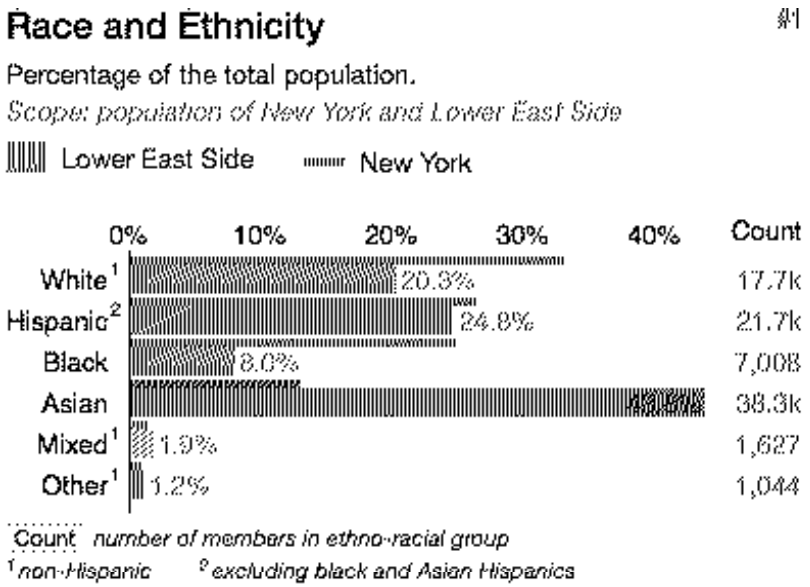
There are a handful of high-quality middle schools available to families in Lower Manhattan, but the vast majority are highly screened; with only four charter middle schools in CSDs 1 and 2 combined, demand for high-quality options far outweighs supply, particularly for students with Individualized Education Programs (IEPs), English Language Learners (ELLs) and Economically Disadvantaged (ED) students. Families on the Lower East Side have long been advocating for new schools to be built, for unfair admissions policies to be reformed, and for overcrowding in classrooms to be addressed. In response, we are working collaboratively with community members to build a diverse academic community comprised of students and families who engage with the arts as a mechanism for rigorous learning and social change.

CSD 1 is bound by East 14th street, Delancey and Clinton Street, and the East River. Historically, the neighborhood has served generations of immigrants, and while parts have been gentrified, there are massive NYCHA housing facilities in this district. CSD 1 is diverse demographically, but students of color and economically disadvantaged families are not accessing high performing schools in CSDs 1 or 2 at the same rates as their middle class counterparts.

Larger than CSD 1, CSD 2 covers the east side south of 96th street and the west side south of 59th street. (As per our outreach targets and desired community to be served, we will not seek to secure a facility above 14th street.) In response to CSD 2's growing population and overcrowded elementary schools, several new schools have opened in recent years. No new middle schools

[1] In their robust work studying diversity and innovation in the charter school space, The Century Foundation's Richard

are being built, however. Consequently, only 5th grade students in families with resources can generally test in to magnet schools, or pay up to $39,000 to attend a private school. The result is a significant decline in quality from elementary to middle schools, and choices dwindle for families who lack the option to select an alternative. This decline in quality correlates highly with students of color and families classified as Economically Disadvantaged. The graph below represents the racial breakdown of LES residents.



On the basis of testing data, school culture and safety, attendance, and parent satisfaction surveys, some of the highest performing middle schools in Lower Manhattan over-represent the White population and under-represent minorities. These same minorities, in both districts, also prove to be the most economically disadvantaged. Despite the racial breakdown represented above, the White population usually more than doubles when represented at a top-performing school:

School	CSD	Outperforms district and City Averages on every measure?	% White	%Asian	% Black	%Hispanic
NEST	1	YES	42%	33%	9%	11%
East Side Community	1	ELA & Science	51%	10%	11%	22%

New Explorations into Science, Technology and Math	1	YES	42%	33%	9%	11%
East Side Middle School	2	YES	68%	15%	3%	10%
MS 260 Clinton School	2	YES	61%	15%	6%	14%
MS 255 Salk School	2	YES	64%	21%	4%	9%

Creating new seats

With a commitment from a building owner to lease us private space pending charter approval, we will address demand by expanding the scope of choice by creating more seats without occupying existing DOE space. Moreover, many families on the Lower East Side have rich histories with the arts, and lament their disappearance from many local schools. Many of the parents with whom we spoke grew up on the LES; they expressed grave concern that local schools, once offering them art, music, and dance, no longer have the funding or capacity to continue this tradition.

Our original proposal was developed in response to the demand for an arts-based middle school in Lower Manhattan (specifically in CSD 1 on the Lower East Side), but the positive response from families in CSD 2 prompted us to expand our outreach to include both districts. Because CSD 2 borders CSD 1, much of our outreach was transferable, and survey responses and feedback forms indicated that we would draw a great deal of Lower Manhattan families from both CSDs 1 and 2. Expanding our outreach through CSD 2 came naturally, as many of the Community Based Organizations (CBOs) with whom we cultivated relationships worked closely with organizations and stakeholders from CSD 2. Because our school model was born out of relationships we fostered in Lower Manhattan, we will continue to focus our facilities search there, despite the fact that CSD 2 expands through Chelsea and to the Upper East Side. A suitable space for our program, (located in CSD 2 just over the border of CSD 1 on the Lower East Side), recently became available and presents an ideal alternative to co-locating in a DOE building. Details regarding this space, and its availability for a 2016 opening are outlined in Sections 16a and 16b.

Demographics and Academic Achievement

CSDs 1 and 2 contain students of diverse demographics, whom City School of the Arts aims to service. The majority of residents are Asian, making up 44% of the population, followed by the Hispanic community at 25%. Many of these residents are immigrants; 36% of families on the Lower East Side speak Chinese at home and 23% speak Spanish. We expect our student body to reflect these demographics, and plan to have a robust ESL program in place to equip students with the resources they need to be successful in school.

The Asian and Hispanic populations average approximately $35k a year for their median household income. As well as making up the majority of CSDs 1 and 2's population, they also make up the majority of its lower middle class. The income disparity between these immigrant communities and the white community is clearly charted above.

CSDs 1 and 2 are among the most diverse school districts in New York City, yet due to a number of complex social factors and demographic shifts, there exists stark school-level socio-economic and racial stratification in academic achievement. On average, 37% of students in CSD 1 are proficient in ELA (earning a 3 or 4 on the New York State Test) and 66% are proficient in Math. Broken down by race, however, 78% of White students are proficient in ELA and 75% in math, while Black students trail behind at 20% in ELA and 31% in Math, and Hispanics at 18% in ELA and 37% in Math. In addition, 23% of economically disadvantaged students in CSD 1 passed the ELA exam and 30% passed the Math exam, which is significantly below the district average. 41% of Economically Disadvantaged students in CSD 2 passed the ELA exam and 56% passed Math.

Unfortunately, these patterns break down by school as well as demographic categories. More than 60% of students in CSD 1 are Black or Hispanic, but less than 30% of them are in the district's high-performing middle schools. Conversely, 66% of the district's Asian students and almost 90% of the district's White middle school students are enrolled in the district's high-performing schools. Within CSD 1, it is more than five times as likely that a White student will be able to study in a high-performing middle school than a Black or Hispanic student.[2] New Explorations in Science and Technology (NEST+m), for example, is a CSD 1 gifted and talented school located in a DOE building across the street from one of the largest NYCHA housing developments in New York City. Only 27% of students at NEST+m are economically disadvantaged (60% less than the CSD 1 average), and only 9% are Hispanic and 11% Black.

Numerous community members with whom we've met attribute demographic clustering to the intensive screening processes employed by CSD 1 schools. Currently, the highest-performing, least demographically representative schools require families to furnish attendance records, teacher recommendations, and transcripts, and participate in an interview. Additionally, many

[2] The Schott Foundation for Public Education released report: *A Rotten Apple, Education Redlining in New York City* April 2012 that revealed segregation patterns even in the most diverse districts; students historically at risk for academic failure are still underserved disproportionately.

families benefiting from high quality community elementary schools opt out of their district middle schools for independent schools or magnet schools; there are 9% more students who are economically disadvantaged in middle schools than in elementary.

Cutting across CSDs 1 and 2 in Lower Manhattan, which includes New York's Chinatown as well as neighborhoods that have been home to immigrants for generations, a significant number of English Language Learners are not getting the support they need in school to make significant academic gains. Specifically, the recent influx of low-income, Fukienese immigrants from China in CSD 2, has resulted in large communities of families with limited English proficiency and limited resources. Many of these families go to high quality elementary schools such as Alfred E. Smith, Yung Wing, Hernando De Soto, and Benjamin Altman, but few middle school counterparts to these exist. (Accordingly, we will conduct a great deal of outreach at these schools).

High demand for more choice and access to high-performing schools is apparent. The NYC Charter School Center estimates that charter schools in CSD 1 received 799 applications for seats last year; currently, there are only 2 charter schools in CSD 1 with approximately 400 students on the waitlist.[3] Demand for more charters is also great in CSD 2, where there are also only 2 charter schools and no charter middle schools (the only middle school in CSD 2 moved into a new facility in CSD 1 last year). With more students on the waitlist than in seats, 1,928 families submitted their names to the lottery; only 867 got seats. Demand for higher quality school options has never been higher, and families in New York City, particularly those in Lower Manhattan, are looking for alternatives that are not only superior to the current public offerings, but also innovative and responsive to the needs of the local community. On the 2014 eighth grade New York State exams, Black and Hispanic students' rate of proficiency in CSDs 1 and 2 schools trailed their White and Asian peers by over 30 percentage points on each test. By high school, Black and Hispanic students who graduated in 2010 were one-fifth as likely to meet New York State's definition of college readiness.[4]

In addition to demand for schools to serve English Language Learners, families on the Lower East Side have been outspoken in their desire for more opportunities to engage with the arts *in school*; overcrowding and budgetary constraints have prevented many traditional district schools from integrating artistic classes into the school day in meaningful ways. Many families and community members with whom we met expressed frustration that they must access music and art enrichment outside of school, sometimes at significant cost, and wished students had more opportunities to learn art and music in tandem with academics.

B. Programmatic Impact

[3] "2014-15 Enrollment Lottery Estimates" available at http://www.nyccharterschools.org/sites/default/files/resources/Lottery2014FinalReport.pdf

[4] The New York State District Report Card, Accountability and Overview Report, 2014.

Existing Options for CSD 1

All public middle school options for CSD 1 follows.

Name	Grades Served	Enrollment Method	% ED	%SPED	%ELL	% Prof. ELA	% Prof. Math
High Performing District Schools (outperformed city averages in Math and ELA)							
East Side Community School	6-12	Screened	74%	27%	1%	34%	34%
Shuang Wen School (P.S. 184)	PK-8	Screened	69%	12%	18%	69%	84%
The Nathan Straus Preparatory School of Humanities (P.S. 140)	6-8	Screened	100%	32%	17%	9%	10%
Tompkins Square Middle School	6-8	Screened	69%	25%	4%	40%	47%
New Explorations into Science, Technology and Math School (NEST+m)	K-12	Screened	27%	4%	0%	94%	96%
High Performing District Schools (outperformed city averages in Math and ELA)							
Great Oaks Charter School	6-12	Lottery	73%	30%	10%	24%	48%
Girls Preparatory Charter School of New York	5-8	Lottery	76%	16%	2%	37%	45%
Open Enrollment Schools							
Franklin	PK-8	Open	97%	28%	7%	19	28

Delano Roosevelt (P.S. 34)						%	%
The Island School (P.S. 188)	PK-8	Open	100 %	27%	15 %	8%	13 %
Henry Street School for Internationa l Studies	6-12	Open	87%	32%	12 %	3%	3%
Technology, Arts, and Sciences Studio	6-8	Open	85%	40%	6%	10 %	9%
University Neighborho od Middle School (MS345)	6-8	Open	87%	40%	14 %	17 %	15 %
The Collaborativ e Academy of Science, Technology and Language Arts Education (MS378)	6-8	Open	92%	38%	6%	20 %	15 %
School for Global Leaders (MS450)	6-8	Open	100 %	33%	14 %	12 %	18 %

Community School District 2:

Existing options for CSD 2

Name	Grades Served	Enrollment Method	% ED	%SPE D	%ELL	% Prof. ELA	% Prof. Mat h
High Performing District Schools (outperformed city averages in Math and ELA)							

East Side Middle School	6-8	Screened	11%	16%	0%	81%	91%
MS 260 Clinton School for Writers and Artists	6-8	Screened	20%	16%	1%	64%	67%
J.H.S. 167 Robert F. Wagner	6-8	Screened	47%	18%	5%	49%	58%
P.S./I.S. 217 Roosevelt Island	PK-8	Screened	35%	12%	8%	40%	45%
47 The American Sign Language & English Lower School	K-8	Screened	69%	54%	8%	17%	17%
Yorkville East Middle School	6	Screened	36%	29%	4%	NA	NA
Institute for Collaborative Education	6-12	Screened	18%	7%	0%	56%	46%
NYC Lab Middle School	6-8	Screened	35%	15%	0%	82%	90%
M.S. 255 Salk School of Science	6-8	Screened	11%	14%	0%	84%	84%
School of the Future	6-12	Screened	37%	15%	1%	51%	57%
J.H.S. 104 Simon Baruch	6-8	Screened	62%	17%	6%	50%	61%

Audition Only Schools							
Ballet Tech, NYC Public School for Dance	4-8	Audition	100%	1%	1%	58%	77%
Professional Performing Arts High School	6-12	Audition	31%	10%	0%	70%	66%
Open Enrollment							
Quest to Learn	6-11	Open	42%	30%	3%	43%	37%
PS 126 Jacob August Riis/Manhattan Academy of Technology	PK-8	Open	79%	16%	22%	50%	66%
Life Sciences Secondary School	6-12	Open	73%	20%	7%	8%	7%
M.S. 131	6-8	Open	95%	27%	42%	15%	48%
PS/IS 276 Battery Park City School	K-8	Open	9%	15%	2%	57%	67%
Life Sciences Secondary School	6-12	Open	73%	20%	7%	8%	7%
I.S. 289	6-8	Open	34%	18%	1%	59%	63%
Ella Baker School	PK-8	Open	43%	20%	4%	40%	40%
City Knoll Middle	6-8	Open	68%	35%	6%	NA	NA

School MS 933							

All of the high-performing middle schools in CSDs 1 and 2 require a rigorous screening process. Excellent district schools consistently outperform the New York City averages on NY State tests and receive high praise for exceptional teaching and learning. However, these schools have the lowest percentage of economically disadvantaged students, and serve fewer SPED and ELL students than their district counterparts. Families who are new to the country often speak little English, and are frequently challenged for other reasons attributable to poverty. Such families are often unable to engage in this involved process.

The two charter schools in CSD 1 are performing at the top end of the district, outperforming even the screened schools, and are within range of district averages for ED, SPED, and ELL. Last year, one charter was closed in CSD 1, leaving a number of families with one less middle school option. The 399 families on the waiting list for Girls Prep and Great Oaks further demonstrate the demand for well-designed, innovative charters that will deliver results for kids. Furthermore, while Girls Prep runs a strong program, it is single-sex and thus only serves half of the middle school-aged population looking to enroll in a charter.

In addition to local district schools, we have sought guidance from a Catholic School Principal in the East Village about local concern about lack of demand for new middle school options. He explained: "[As a selective Catholic School,] we are by design a gifted program, so we must take applicants from all five borough based on merit alone. It breaks my heart to turn away so many ambitious young people from this district whose families are looking for alternative options for middle school. You'd be the answer to their prayers." He went on to express his enthusiasm for a new school to which they may refer local parents. We heard this sentiment often in talking to families and community stakeholders: demand for good middle schools in CSD 1 far outweighs the supply.

C. Programmatic Impact

The co-founders of City School of the Arts are confident that our school will have a positive impact on CSD 1 or 2, where families and elected officials alike point out that spiking population growth has not yet been met by expansion of current schools or new school construction. There are currently 14 district schools that serve middle school students in CSD 1 and 22 in CSD 2. A number of them are over-enrolled, and of the poorly performing schools that are under-enrolled, many still are overcrowded due to limitations of space. There are currently no non-selective arts-based schools in all of Manhattan, and no arts-based or art-focused schools in CSDs 1 or 2.

We anticipate having a positive effect on surrounding schools by sharing best practices, collaborating on shared artistic programming, and sharing professional development opportunities. Having partnered with New Designs High School, we are designing opportunities for shared arts showcases and planning a peer-mentoring program that would pair our middle school students with high school 'Big Brothers' and 'Big Sisters'. We will meet regularly to foster mutual support with an eye toward vertical alignment for high-school ready skills. We hope to

engage with other district schools in similar exchanges.

We are especially eager to positively impact schools through our affiliation with Parent Teacher Home Visit Project, which has substantially boosted test scores, reduced suspension and expulsion rates and increased attendance across a number of Washington DC public school districts. If chartered, we would propose to facilitate, coordinate and host a NYC-based program pilot for all interested district schools.

Another positive impact we may have on district middle schools across the city stems from our collaboration with Young Audiences on expanded curriculum development for their successful Literature to Life program. We plan to work with Young Audiences during our planning year to create expanded theater and literacy curricula using Literature to Life as a springboard, which would directly inform our students' yearly culminating humanities project. Once we have piloted this innovative curriculum, we will support Young Audiences in applying for an Arts Education Model Dissemination Grant to help middle school students all over NYC benefit from this rich, arts-infused literacy curriculum.

The co-founders of City School of the Arts are confident that we will not have a negative impact on the public schools currently existing in CSDs 1 or 2. There are currently 12 district schools that serve middle school students in CSD 1 and 22 in CSD 2. We will open with 102 sixth grade students. As a point of reference, this is approximately .7 percent of the 13,020 students enrolled in CSD 1. The demand for charter schools is such that there are hundreds of students on the waiting list for the 2015-16 school year. There are no schools in CSDs 1 or 2 like City School of the Arts; nor, for that matter, do schools like ours exist in most other districts in the city. Because our program differs from other charter middle schools in the districts, and would also meet a need expressed by families who were denied a seat last year, we feel confident that our program will not negatively affect the other charter schools currently in CSD 1 or CSD 2.

A. Fiscal Impact

In the Fall of 2016 we expect to enroll 102 students, which results in $1,632,361 funding to be received from the district, or 0.016% of the district budget. In 2020, we expect to enroll 306 students, which results in $4,694,787 in funding to be received from the district, 0r0.023% of the district budget. This assumes no growth in the district budget. The fiscal impact of NYCCSA will thus be minimal on other public schools in the district.

A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	**Enrollment (Number of Students)**	**Per Pupil Rate**	**Per Pupil Aid**	**Other District Revenue (SPED Funding, Food Service, Grants, Etc.)**	**Total Funding to Charter School From District**	*** Total General Fund Operating Budget for NYC CHANCELLOR'S OFFICE School District**	**Projected Impact (% of Districts Total Budget**
Year 1 (2016-17)	102	14,025	1,430,549	201,813	1,632,361	20,478,421,000	0.008 %
Year 2 (2017-18)	204	14,025	2,861,097	211,253	3,072,350	20,478,421,000	0.015 %
Year 3 (2018-19)	306	14,165	4,334,562	316,880	4,651,442	20,478,421,000	0.023 %
Year 4 (2019-20)	306	14,165	4,334,562	316,880	4,651,442	20,478,421,000	0.023 %
Year 5 (2020-21)	306	14,307	4,377,908	316,880	4,694,787	20,478,421,000	0.023 %

Given the cost of tuition at private/independent schools to which CSD 1 or 2 parents might consider sending their children, not to mention the competitive nature of the admissions process to such schools, we do not anticipate that NYCCSA will have any impact on their fiscal health. If chartered, we will be a newly established school, and therefore it is unlikely that we will draw significant numbers of students from these schools. As for parochial or religious schools, a public school is not typically a consideration. Lastly, for students with severe developmental disabilities, NYCCSA will most likely not be a viable option, which would not threaten the fiscal health of any specialized schools in these districts.

R02 – Addressing the Need

A. Mission: *The mission of New York City Charter School of the Arts (City School of the Arts) is to inspire a diverse community of young people to engage with the arts as a pathway to rich and rigorous academic scholarship and a creative, purposeful life.*

B. Key Design Elements

1. Curriculum: Leveraging arts-infused learning for strong academic outcomes

A growing body of research demonstrates that in-depth study in the visual and performing arts results in measurably better academic performance for all students[1,2]. Researchers from Boston Children's Hospital published findings last June that correlate music education with higher test scores, bolstering the findings of previous studies linking musical training to enhanced cognitive skills[3]. The arts have been proven to act as a lifeline for students who struggle to master standards in traditional settings, supporting exceptional academic outcomes for English Language Learners (ELLs) and students with learning differences[4]. In addition to alignment with Common Core State Standards (CCSS), academic classes at City School of the Arts will be designed to meet National Core Arts Standards (NCAS), which overlap with CCSS at over 400 points of convergence. Our arts-infused humanities curriculum will integrate the NY State ELA and Social Studies standards in extended Humanities blocks, using disciplinary literacy practice to analyze fiction and nonfiction texts in historical and comparative contexts. Our 90-minute math blocks will follow Pearson's problem-based, Common Core aligned Connected Math Program (MCP3), and science classes will follow the Full Option Science System (FOSS) curriculum, which uses active investigation and individualized assessment tools to engage with complex scientific content. Finally, City School of the Arts' academic program will be supported by our comprehensive artistic program. All sixth grade students will study Piano and complete an artistic jury requiring them to be fluent in reading music by the time they graduate; all seventh grade students will study dance and visual art. Eighth grade students will pursue advanced study in their chosen artistic major. Afternoon ensemble time will provide opportunities for expanded artistic study as well as academic remediation.

---

[1] Hetland, Lois, and Ellen Winner. "The arts and academic achievement: What the evidence shows." *Arts Education Policy Review* 102.5 (2001): 3-6

[2] Ellen, Winner, and Vincent-Lancrin Stéphan. *Educational Research and Innovation Art for Art's Sake? The Impact of Arts Education: The Impact of Arts Education.* OECD Publishing, 2013.

[3] Zuk J, Benjamin C, Kenyon A, Gaab N (2014) Behavioral and Neural Correlates of Executive Functioning in Musicians and Non-Musicians.

[4] Studies compiled by The John F. Kennedy Center for the Performing Arts' 2012 report *The Intersection Between Arts Education and Special Education* provide robust data to suggest the arts play a vital role in cognitive and skill development for our Special Education populations.

2. ***Catching up/ Catching air: Using creative intervention strategies to support struggling students and inspire high achievers to stretch***

With intervention methods grounded in the arts, we will leverage student engagement to provide targeted academic supports to kids who are struggling, and creative extensions to those who are ready for more challenging work. Our full-time SPED and ESL teachers work closely with our Social Worker and Director of Student Support, and all academic and artistic staff members are trained in neurodevelopmental methods for supporting students across a wide range of learning needs. From arts-rich end-of-day tutoring for the lowest-performing 30% and biweekly "Intervention" blocks in which creative activities serve as springboards to remedial support or extension challenges as appropriate in reading, writing or math, our program offers targeted, creative intervention strategies designed to meet the needs of each individual learner.

3. ***Capacity: Developing and sustaining an innovative, results-driven team***

Cultivating a team of innovative and collaborative educators will be fundamental to serving our mission. Our weekly differentiated Professional Development sessions—many of them taught with our community partners at The Juilliard School, The Loisaida Center, LES Ecology Center, New Design High School and The Yellin Center—will prepare our artistic and academic teachers to equip students with a cross-disciplinary framework of creative and academic skills. Teachers will collaborate across disciplines by co-planning units, sharing lesson plans online and regularly observing colleagues' classes. Data analysis sessions, facilitated by the Achievement Network, will follow each A-Net interim assessment and support teachers in the agile and responsive use of data. Our one-month summer academy will foster innovative co-planning, and our emphasis on building leadership skills amongst all staff will ensure that growth is sustainable. We are collaborating directly with Charlotte Danielson to create an additional criteria domain focused on arts integration for her highly regarded teacher evaluation tool, the Danielson Framework for Teaching.

4. ***Culture: Building community through socio-emotional curriculum & mindfulness***

Studies show that supporting students' socio-emotional wellness helps them develop resiliency, counteracts the chronic stress associated with poverty, and supports academic achievement. Our advisory curriculum is designed in partnership with Community of Unity, an organization with a proven track record for providing life-changing socio-emotional support to adolescents in public, private and charter schools throughout New York City. Using proven curriculum such as Mind Up and with the support of neuroscientist and learning specialist Dr. Paul Yellin, our students will use mindfulness practices to enhance focus, improve academic performance, manage stress, develop empathy, and navigate difference with resilience and creativity.

5. ***Camp: Integrating learning through wilderness education***

City School of the Arts students will spend three separate weeks per year at Camp Vacamas, our partner wilderness facility, learning in a natural environment that dramatically contrasts their life in the city. In his award-winning book *Last Child in the Woods*, Richard Louv argues that "nature-deficit disorder" directly damages children's ability to learn and advocates for

wilderness learning as a powerful tool to enhance engagement, fight childhood obesity, reduce bullying and restore children's innate sense of balance and belonging. We will integrate our work at Camp Vacamas with our science curriculum in partnership with The Lower East Side Ecology Center through long-term stewardship projects in areas such as composting, recycling and water purity.

C. 5% Districts

City School of the Arts will be of significant educational benefit to the students and families of lower Manhattan. Please consider the following as evidence to support this claim, which is necessary given that over 5% of the proposed district of location (New York City) students attend charter schools. (Note that the following also demonstrates how the School would fulfill many of the purposes of the Charter Schools Act):

- **Improve Student Learning and Achievement:** By aligning the school day horizontally and across all disciplines, our curriculum will reinforce and support learning in all content areas. Leveraging the arts to support engagement with academic subject matter aligned with interdisciplinary themes, we will increase opportunities for mastering core academic content by providing students with both traditional and alternative gateways to understanding (as described in Response 5 – Academic Program, and elsewhere). Through our program, our graduates will be fully prepared for successful high school careers, with the additional competitive advantage of a solid foundation in the visual and performing arts.
- **Increase Learning Opportunities for All Students:** Through our founding team's decade of experience teaching arts in the South Bronx, we have learned firsthand that the arts and creativity can be a lifeline to students with disabilities (SWDs), English language learners, and economically disadvantaged students. Our unique integrated program capitalizes on the power of the arts to reinforce learning throughout the academic day with creative modalities that help visual, auditory, spatial and kinesthetic learners connect to content more concrete. Teachers will receive exceptional professional development in supporting English language learners and we have strong systems in place to support SWDs, as well as a Response to Intervention program to address the needs of all struggling learners (see Response 7 – Specific Populations).
- **Use of Different and Innovate Teaching Methods** and **Creating New Opportunities for Teachers and Staff:** City School of the Arts will establish a collaborative teacher culture through daily and weekly practices such as co-planning lessons, peer-to-peer observations, professional development geared toward interdisciplinary connections, and application of whole-school frameworks and unifying themes by grade level that will increase the efficacy of instruction and improve student achievement (see Response 8 – Instructional Leadership). Many of the professional development opportunities

available to teachers will be unique to City School of the Arts, which has partnerships such as The Julliard School and Young Audiences, who will support the teachers in developing their interdisciplinary lessons. Teachers will use this knowledge, ongoing support and professional development to implement instruction that engages students in high level academic work and facilitates the development of 21st Century skills such as critical thinking, communication, collaboration and creativity.

- **Expanded Choices in the Types of Educational Opportunities Available in the Community:** City School of the Arts' rigorous, arts filled academic program will fill a particular void in Lower Manhattan, where through our outreach, numerous families stated that there are limited options for artistic student during the school day and students do not have access to a non-selective arts-based public school (see Response 1 – Need and Response 3(c) – Community Outreach). As population growth increases in our proposed district, we are uniquely positioned to meet the needs expressed by families representing a broad range of backgrounds for more high quality, rigorous, arts-rich options for middle school students.
- **Change from Rule-Based to Performance-Based Accountability Systems:** City School of the Arts will be fully accountable for meeting its Accountability Plan goals (see Response 2(d) – Accountability Plan), which will require the school to be highly focused on student achievement and constantly aware of the need to monitor and improve its program, which it will do through its robust assessment system (as described in Response 5(b) – Assessment System), regular, reflective programmatic audits (Response 5(f) – Programmatic Audit), and through oversight from a highly knowledgeable, skilled board (see Response 3(b) – Founders and Response 13 – Governance for additional information).

R02d - Accountability Plan

GOAL I: ENGLISH LANGUAGE ARTS

Goals:

• Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.

• Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts 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 proficiency on the state English language arts 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 English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Growth Measures:

• Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

GOAL II: MATHEMATICS

Goal:

• Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.

• Each year, the school's aggregate Performance Level Index (PLI) 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 proficiency on the state mathematics 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 an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Growth Measures:

• Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

GOAL III: SCIENCE

Goals:

• Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State science exam.

• Each year, 75 percent of students in the high school Total Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

Comparative Measures

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

GOAL IV: NCLB

Goal: The school will make Adequate Yearly Progress.

Absolute Measure

• Under the state's NCLB accountability system, the school is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local assistance plan school

GOAL V: ARTISTIC STUDY

Goal:

- Each year, 90 percent of students will receive at least a 75 on their artistic jury (Piano, Dance or Visual Art, and in their major in 6th, 7th, and 8th grade respectively)

GOAL VI: ARTISTIC STUDY

Goal:

- Each year, 90 percent of students will gain acceptance to the high school of their choice

R03c - Community Outreach

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, the proposal incorporates community input regarding the educational and programmatic needs of students.

Over the last 15 months we have engaged in extensive community outreach to publicize our intention to apply to open a 6th-8th grade arts-based charter school in Lower Manhattan. We have focused our outreach efforts in order to prioritize connection with elected officials, families and community members in CSDs 1 and 2 and conducted outreach through the following methods:

1. Outreach and Solicitation of Feedback—In Print and Online:
We have publicized our intention to apply for a charter and solicited public feedback on our model (detailed in subsequent sections) through a number of print and online channels, including the following, each of which corresponds to exemplar(s) included in R03-8 Outreach Evidence:

Our website and blog: www.cityschoolofthearts.org
We created our website and blog to inform families and community members about our proposed school. Since establishing the site in December of 2014 we have had over 2000 unique visitors to our site and well over 1000 individual page views most months. Our site is available in 88 languages via Google Translator.

Our website includes multiple avenues across various pages through which visitors can leave feedback, including a link to our survey on the bright yellow announcement bar on our homepage, and multiple one-click options for leaving feedback on the contact page and at the end of the FAQ section as well. Our blog, City School of the Arts Journal, also offers readers an opportunity to share feedback and comments (although we have found that most readers choose to comment on blog posts via emails rather than the comments submission form.)

Our monthly emailed newsletters:
Over 550 individuals subscribe to our monthly newsletters, including families, elected officials, teachers, artists and community members. Our open rate--the

percentage of recipients who actually click on a message to read it rather than deleting or simply ignoring it—is well over 50%, which is over double the typical 23% open-rate for direct email campaigns in the education and training sector. About 5-7% percent of our readers click on links, indicating a deeper level of engagement than the industry click-rate average of under 3%[1] Every newsletter includes requests for feedback and comments with multiple ways for stakeholders to engage and connect.

Social media outreach including Facebook and Instagram

We use social media to keep families and community members informed about the progress of our proposal, publicize upcoming events, share pictures and artifacts from planning meetings and arts events we host, and solicit feedback from the community. We are active on various Facebook groups such as Mamis Unite and the LES Facebook page and connected to many arts and community groups on the Lower East Side via Instagram. Social media helps us to stay connected to local parents, artists, educators and activists who share our commitment to free progressive, artistic education for young people. We actively solicit feedback via Facebook by requesting that community members leave comments directly on posts, send direct messages to members of our founding team, or contact us through our website. Many parents who have become active members of our planning and outreach teams came to us initially via Facebook posts on parents forum pages.

As an example of the level engagement of interested families generated through our Facebook activity, our recent post publicizing the acceptance of our SUNY LOI directly reached 1077 people and generated a high level of engagement, with 20 direct shares to other Facebook pages/groups and 109 link clicks. Several of the direct shares were to NYC-area parent Facebook forums that reach many thousands of members. In response to that single post, Kate Quarfordt received 9 Facebook direct messages from interested mothers with questions and feedback on topics ranging from how City School of the Arts's commitment to recruiting and serving a diverse student body to whether our school would follow the Common Core, what our lottery protocols would entail and whether or not we would hold auditions as part of our admissions process. The conversations that followed via Facebook messenger generated a wealth of introductions to other mothers, connections to leaders of local CBOs including the Children's Magical Garden on the LES, and offers to share the post on other online forums.

Online petition

Our online petition at Change.org has served to inform the public of our plans by driving visitors to our website. To date the petition has generated 788 signatures of support and many positive comments from area families, educators and community members (examples of petition comments in R-15c Evidence of Demand and 15e

[1] http://mailchimp.com/resources/research/email-marketing-benchmarks/

Evidence of Community Support). While the online petition serves more to document support and publicize our efforts by encouraging website visits than to gather feedback explicitly, comments have served to confirm our commitment to several central elements of our program, most notably the critical role of the arts and creativity as key levers for academic achievement and socio-emotional growth, the importance of youth voice, and the potential for arts-infused education to maximize synergy between academic rigor and creative self expression in the classroom.

The dissemination of over 1500 flyers and postcards
Over the past year have created and given out over 1500 flyers and postcards to publicize planning meetings and artistic events. We disseminate flyers and postcards at local arts organizations such as music, art and dance schools, theaters, and NYCHA developments. Approximately 75% of our printed material has been translated into Spanish and we have secured Mandarin translation services for our next printing of outreach materials. All flyers and postcards invite the public to share comments and feedback by emailing our founders directly and/or visiting our website.

Dissemination of print and online materials by our partner organizations to the families they serve
The following arts and community-based organizations (CBOs) in districts 1 and 2 have been especially helpful in sharing our outreach material and publicizing our events to the families and community members with whom they work:

- Juilliard
- The Loisaida Center
- Lower East Side Ecology Center
- Girls Club and Boys Club
- Lower East Side Community Partnership
- University Street Settlement
- Education Alliance Art School/ Manny Cantor Center
- NYCHA (Particularly LES1, LES5, Baruch Houses, Allen Street)
- CITIarts
- Abrons Arts Center
- The Future Project
- The Academy for Teachers
- Young Audiences
- Specials On C

Postings on listservs and forums serving local families
We have posted on a number of listservs and online forums serving local parents including LES/EV Parents, Bowery Babes and A Child Grows in Brooklyn. Posts always conclude by soliciting feedback via our website's contact page or through direct email contact with co-founder Kate Quarfordt (who is bilingual in English/Spanish).

The chart at the end of this section details the exchanges with stakeholders that have resulted from the online and print outreach described above, including the nature of the feedback we gathered and the impact this feedback has had on the design of our proposal.

2. Community Outreach and Solicitation of Feedback—In Person:

Consistent with our commitment to a collaborative, community-driven planning process, we have engaged in the methods and activities detailed below to solicit feedback in person from individuals and organizations in our proposed districts. Our meetings with elected officials, community members, teachers, parents, school administrators, and students are summarized below; the chart at the end of this section details the specifics of these meetings, the nature of the feedback we gathered, and the ways in which this feedback has been integrated into our model.

Meetings in person and corresponding via email with elected officials and community leaders

The founding team and Board of Trustees have met with a number of elected officials and community leaders to share our plans and solicit feedback. Email follow-up has served to ask and answer questions and continue to keep officials and leaders apprised of our plans and progress

Meetings with teachers, parents and administrators at area schools (district, charter, Catholic and independent)

We have met with and solicited feedback from a number of parents, teachers, and administrators from local district, charter, catholic and independent schools.

Attending area artistic and community events

Over the last 15 months we have attended a variety of meetings of the Lower East Side Community Partnership (LESCP), a coalition of Community Based Organizations (CBOs) dedicated to connecting Lower East Side families with community resources and serving as a liaison to New York City Administration of Child Services (ACS). We have also attended a range of community events such as LES1 Family Day and local youth arts events including theater performances, art exhibits and spoken word events. City School of the Arts Co-Founder Kate Quarfordt was also invited to participate in a Focus Group at the Loisaida Center, getting the opportunity to share our work with a broad array of LES community members and gather their feedback about a new school potentially coming into the community and partnering with the Center.

Facilitating creative workshops for local teens and their families

We have hosted a variety of art and poetry workshops for Lower East Side young people and their families, often with focus/planning groups directly following (sample invitation for teen poetry workshop appended). Locations for these events have included Specials on C, Allen Street Houses (NYCHA), Baruch Houses (NYCHA), the Greenwich Village Youth Council J.O.Y. Center (connected to LES1 NYCHA facility).

Hosting over 15 planning meetings with parents, teachers and students, often following creative events we've hosted

Locations for these meetings include Specials on C, 189 Allen Street (NYCHA), Baruch Houses Community Center (NYCHA), the GVYC J.O.Y. Center (connected to LES1 NYCHA facility), area coffee shops including Made Fresh Daily, Ciao for Now, and Mud Coffee,

and private homes on the Lower East Side and in the East Village (exemplars of invitations and emails in R-03G below; description of planning meeting protocols detailed below).

Focus Groups/ Informational Sessions/ Planning Meetings (some following or in conjunction with creative events)			
Date	**Event**	**Location**	**In Attendance**
9/17/14	**Poetry Workshop/ Followed by Focus Group**	**Hernandez Senior Center, 189 Allen Street (NYCHA)**	**10 LES Community members (6 students and their family members)/ 2 Co-Founders***
10/16/14	**Focus Group for Educators and Families "Educator Jam" (Mural Making Activity/ Feedback Protocol)**	**Specials On C, 12th and Avenue C**	**10 Educators/ 2 Local Parents/ 3 Community Members/ 2 Board Members/ 3 Co-Founders***
11/17/14	Small Focus Group for LES Community Members re boys of color and school-to-prison pipeline	Baruch Houses lobby, 300 Columbia Place	NYCHA Tenants Association President (Roberto Napoleon)/ 1 Co-Founder/ 1 Board Member/ 2 NYCHA Residents
11/18/14	**Focus Group for Families and Community Members**	**Specials On C, 12th and Avenue C**	**9 Local Parents & Community Members/ 2 Educators/ 2 Co-Founders/ 1 Board Member**
11/25/15	**Focus Group for Families and Community Members**	**Baruch Houses Community Center, 605 FDR Drive**	**14 LES Community Members /NYCHA Tenants Association President/ 1 MS Students/ 2 HS Students/ 1 Board Member/ 2 Co-Founders**
1/29/15	**Poetry Workshop for Teens/ Followed by Focus**	**GVYC Joy Center, 213-15 Eldredge Street**	**8 Teens/ 2 Adult Participants/ 2 Co-Founders**

	Group		
2/13/15	Small Focus Group with LES Community Members	Veselka, 2nd avenue and 9th street	3 LES/ EV Residents (1 Ed Tech Entrepreneur, 1 Radical Educator and LES Resident, 1 Artist)/ 1 Co-Founder
2/27/15	Small Focus Group with Lower Manhattan Parents	Made Fresh Daily (Café), 226 Front Street	3 Lower Manhattan Parents (Each with MS-aged students, 1 Independent, 1 District, 1 Charter)/ 1 Co-Founder
3/10/15	Small Arts-Ed Brainstorming Session with Lower Manhattan Parents	Fresh Salt, 146 Beekman Street	2 Lower Manhattan Parents who are also artists/ 1 Co-Founder
3/04/15	Small Planning Meeting with Parents/ Social Worker to discuss integrating feedback generated from teens at Poetry Event	Brooklyn Roasters, 200 Flushing Ave	1 Brooklyn Parent/ 1 East Village Parent (who is also a CSD1 Social Worker)/ 1 Co-Founder
3/05/15	Small Focus Group with Parent/ Community Leader	Ciao for Now Coffee Shop, 523 East 12th Street	1 Parent/ 1 Community Leader/ 1 Co-Founder
3/11/15	Focus Group with parents, local (CSD1) and Brooklyn educators and Co-Founders to discuss progressivism in charter school space	Home of Kate Quarfordt, 150 DeKalb Avenue Brooklyn NY	2 Parents/ 4 Educators/ 1 Progressive Charter School Leader/ 3 Co-Founders
3/18/15	**Town Hall Event**	**New Design High School, 350 Grand Street**	**12 Community Members/ 9 Former Students (4 of whom are now young adults on our planning team and facilitated the**

			meeting)/ 3 Co-Founders/ 1 Board Member/ Various friends and family (4more community members RSVP'ed but were no-shows)
5/29/15	Trip for Teens to see "10 Out of 12" at Soho Rep (an Off-Broadway Theater in CSD2)/ Followed by Focus Group	Soho Rep 46 Walker Street, the coffee shop around the corner	10 Teenagers/ 1 Co-Founder

Upcoming events include:

Our board member Jim Chu was on the May 14th agenda for Community Board 3's meeting regarding Community and Cultural Affairs but had to reschedule due to a personal conflict. He has requested a meeting with CB3 Board Chair Susan Stetzer and submitted a request for us to present at the August meeting of CB3's Youth, Education and Human Rights Committee. We will also attend the CB3's next full board meeting on July 28th and their next Arts and Cultural Affairs Subcommittee meeting in August.

We have secured a booth at LES1's annual Family Day celebration in August through Jacqui Goodman, Resident Association President for NYCHA LES1.

NOTE: In our SUNY Letter of Intent dated 7/10/15 we referenced plans to host a family event at Specials on C in mid-July. We scheduled the event and secured space but subsequently received an invitation to present that same evening at the Lower East Side Community Partnership (LESCP). In order to maximize our outreach efforts we opted to attend this meeting and postpone our family event at Specials on C until the week of August 10th. The reception we received at that meeting was especially warm and resulted in three substantive conversation with partnership members offering feedback on our model (detailed in chart below) and at least five members agreeing to share our outreach materials with the families they work with who have middle-school-aged children.

Process for Gathering Feedback During Focus Groups with Community Members

We follow a consistent protocol for gathering input and feedback from families, students, educators and other stakeholders during large focus groups and planning meetings. (These meetings are advertised on our Facebook page, through our monthly newsletter, on parent forums such as LES Parents and via printed postcards and flyers inviting community members to join us and share their ideas and feedback on our model.)

Our methods for generating feedback at these events and follow this basic structure:

1. We open each event with a shared creative activity, either inviting participants to contribute to a mural that captures the group's vision of their ideal school or by facilitating a mini poetry workshop. We've found that participants are willing to offer significantly more detailed, substantive and emotionally invested feedback on our school model when events begin in this manner. As one participant noted in an email after a planning event for local families and youth at Specials on C last November,

   > "I have the feeling that there aren't many kids that get their voice heard about what works in schools nearly enough. And to be so open with what they feel, even with emotional exposure to people they don't know. So brave and inquisitive. […] It led me to ask my own questions."

2. From this opening creative activity we transition into a brief outline of our school's origin story and model. Often this presentation is facilitated by a former student who is now a member of our planning team, underscoring our commitment to youth leadership. We explain that community feedback is vital to our planning process and share examples of design elements that have been developed in direct partnership with parents and students.

3. We then ask participants to generate feedback, often in response to specific prompts or in connection with their areas of interest. Participants share feedback and ideas with the group either in a free-flowing conversation or in a more detail-oriented problem-solving session, depending on the area of the model we are targeting at any given session. Notes are taken. There is always an opportunity for participants to share feedback in written form as well. Feedback is gathered and organized for consideration at the next meetings of our planning team and/or board.

4. We close each event by inviting participants to write a quote or message for our school on a painted leaf for our Family Tree (further explanation and exemplars appended). Ultimately we plan to create a tree sculpture in our school's lobby bearing the leaves made by the many hundreds of local families, teachers and students who have contributed to our vision for City School of the Arts, symbolizing our commitment to arts, ecology and community voice.

5. Conversations continue via phone and email, and follow-up meetings are held with individuals and small groups as needed to continue to refine ideas.

Process for Considering Feedback and Deciding Whether/How to Integrate it into our Model

The lead applicant team for City School of the Arts has been thoroughly intentional about applying feedback gathered from the community directly to the design of our school model. Over the past year and a half, we have been gathering feedback submitted electronically and solicited in person, and reviewed all feedback during regular meetings of the founding team and board to discuss whether it merited a change in our approach.

If founders agree together that the feedback would improve our model, we have incorporated the change. Alternatively, if the founding team does not find the feedback to be relevant or determines that it is not backed by compelling evidence, the input is documented but not acted upon.

Feedback and ideas gathered through our website, social media, online sources, and meetings with politicians, community members, families, teachers, school leaders and students have shaped our decision-making process regarding a range of elements, including but not limited to curriculum, daily schedule, facilities, programmatic components such as camp, and our proposed approach to recruitment and retention.

The table below details concrete examples of the many elements of our program that have been developed in direct partnership with local parents, students, teachers and community members. This chart also provides a sampling of outreach initiative—online, in print and in person—that is a by no means exhaustive representation of the extensive efforts we have made to include stakeholder voice in the design of our school.

ELECTED OFFICIALS AND COMMUNITY LEADERS

New York State Senator Daniel Squadron

Date/ Nature of Correspondence	Salient Stakeholder Feedback	Manner in which feedback was integrated into school design (or if not, why not)
Met with Senator Squadron's staff member Mary Cooley - 6/25/14 Met with Senator Squadron himself - 12/11/14 Subsequent email - 12/12/14	Senator Squadron said that while he would not be able to offer public support of our proposal, there was objectively "nothing not to like" about our model, and that as a "mom and pop shop" we might not come under such fierce opposition as other charters. He advised us to ensure that we were pursuing the process with maximum transparency, even with those community leaders who might oppose charters. However, he cautioned us that getting public support to co-locate in CSD1 would be very difficult and that finding private space to rent would be equally challenging Senator Squadron suggested that we reach out to Brooklyn families as many are interested in innovative models like ours	Senator Squadron's feedback helped to confirm that while significant opposition to charters exists in our CSDs of choice, our independent, relatively progressive, arts-driven approach was a good fit for the neighborhoods we were considering, and that even those families who opposed charters on principle might be willing to hear us out. In response to his advice, we continued to engage directly with community leaders we knew to oppose charters, inviting them to our focus groups, Town Hall etc. The senator's feedback also confirmed the messages we had been hearing from other stakeholders about the especially contentious feelings around co-location in the East Village/ Lower East Side. This meeting confirmed our decision not to attempt to co-locate if possible and it spurred us to double down on our efforts to identify private space to lease should our charter get approved. On the senators suggestion, we began to broaden our outreach to include Brooklyn families beginning in 2015

New York State Assemblymember Deborah Glick

Date/ Nature of Correspondence	Salient Stakeholder Feedback	Manner in which feedback was integrated into school design (or if not, why not)
Met with Assemblymember Glick and Sarah Diaz - 7/28/14 We reached back out to Assemblymember Glick's office on 6/10/15 to solicit feedback on our model and get her advice regarding potentially switching authorizers, but she was unable to schedule meetings due to ongoing negotiations in Albany	Assemblymember Glick shared that while she was generally not supportive of charters, she tended to feel more positive about independent charters like ours and asked to be kept abreast of our progress As a musician and advocate of arts education she supported our arts-based approach and suggested that we reach out to a number of area arts organizations as potential collaborators and for aid in student recruitment	We have taken Assemblymember Glick's suggestion and have begun collaborating with a number of arts organizations in CSD1 and 2, most notably the Educational Alliance Art School at the Manny Cantor Center on the Lower East Side.

Manhattan Borough President Gale Brewer		
Date/ Nature of Correspondence	**Salient Stakeholder Feedback**	**Manner in which feedback was integrated into school design (or if not, why not)**
Met with Borough President Brewer and her Chief of Staff on 1/20/14	Borough President Brewer was very clear that she did not support charter schools She did, however, agree that Lower Manhattan was sorely in need of more and better middle school options. While she was unequivocal in her opposition to our proposal to open a charter, she expressed interest in our arts-based model and support for our commitment to academic excellence and student leadership. She directly suggested that we apply to become a district school, offering her support if we were to go this route, mentioning that she and Councilmember Chin were hoping to build a new middle school in Lower Manhattan and that we would be "a great fit" to collaborate	Our meeting with Borough President Brewer made a big impact on our thinking. In the days that followed our meeting, we sat down with our board members and weighed the pros and cons of attempting to open a district school, seeking advice from several district-level principals and instructional leadersing, including our neighborhood ally Scott Conti, principal of New Design High School, a district high school on the Lower East Side, who recently opened New Design Middle School. After weighing our options carefully, we decided to move ahead with our charter planning process as we wanted to preserve optionality and flexibility around leadership, hiring practices, budget, scheduling and access to arts-designated spaces (which we understand are often difficult to reserve in DOE buildings.) That said, Brewer's ideas and comments inspired us to look at several unconventional district schools we had not been previously aware of, including The Centre School on the Upper West Side and Food and Finance High School. Our research into these innovative district schools reinvigorated our commitment to District-Charter collaboration and prompted us to reach out to Conti at New Design High School to propose piloting a peer mentoring program that woudl link our middle school students with high school buddies at his school.
Councilmember Margaret Chin		
Date/ Nature of Correspondence	**Salient Stakeholder Feedback**	**Manner in which feedback was integrated into school design (or if not, why not)**
Conversation with Councilmember Chin at LES1 Family Day 7/21/14	Councilmember Chin said that she was glad to know that we were partnering with NYCHA Tenant's Association Presidents, as she feels their work with schools represents an important means for empowering their residents.	At the time of our conversation with Councilmember Chin, we had only just initiated our relationship with Jacqui Goodman of LES1. On the basis of Chin's advice, we reached out to Audra Palacio, the Borough Administrator for NYCHA Manhattan Community Operations and asked for her help in connecting us with other Tenants Association Presidents who might be interested in collaborating. This request yielded relationships with Roberto Napoleon of Baruch Houses--the largest NYCHA complex in Lower Manhattan--and Felicia Armstrong of LES5, both of whom have become strong and supproters in the neighborhood.

CSD1 Community Education Council (CEC) President Lisa Donlan		
Date/ Nature of Correspondence	**Salient Stakeholder Feedback**	**Manner in which feedback was integrated into school design (or if not, why not)**
Jamie Davidson met with CEC President Lisa Donlan for coffee - 5/21/14 Davidson presented at CEC CSD1 Meeting - 7/11/14 Davidson reached out via email on 9/11/14 to Donlan know our team had submitted a Letter of Intent to NYSED's second application round. Donlan responded to this update on 9/15/1 with pointed feedback and questions Jamie responded on 9/23/14 with a detailed email thanking Donlan for pushing our thinking and requested a follow up meeting; Donlan did not respond Further emails were exchanged bewteen Kate Quarfordt and Donlan in March of 2015. Quarfordt reinitiated email contact with Donlan on 3/12/15, once again expressing gratitude for her questions, and inviting her and her fellow CEC members to our Town Hall meeting. Donlan declined the invitation but offered to re-engage. Quarfordt responded in early April with a request for a meeting but did not hear back from Donlan.	In her 9/15/15 email, Donlan referenced an "overwhelming response from stakeholders that your organization is not needed or wanted in D1". She indicated that CEC members are "opposed to outside organizations, particularly educational not for profits, parachuting in schools from outside of the community that will adversely impact our local schools and families." Among the most thought-provoking questions in Donlan's email were the following: "Assuming you mean that most of our middles schools are not diverse, a problem we have been working to address at all levels of the highly segregated NYC school system, how does your stated desire to create a single diverse (charter) middle school solve this systemic problem? What will be the impact on enrollment and budgets of our local middle schools who already serve the highest needs students with limited budgets? How will you guarantee the school will be diverse? Assuming the school manages, despite a blind lottery, to be diverse, how will that impact the diversity of our local middle schools? What do you men by a "progressive" middle school? How many "progressive" middle schools already exist in D1? What measure do you use to asses the middle school in D1 are of "lower quality"? How will your envisioned school guarantee "higher quality" aand how will you evaluate the school quality? Finally, what do you plan to do this Fall to engage us in a dialogue over your proposed school?"	Although Donlan did not respond to our request to sit down with her and discuss her questions, we took them very seriously, essentially using them as a roadmap to challenge our assumptions, expand our thinking and strengthen our application. A few examples: * We reached out to Dan Rubenstein, founder of the Coalition of Diverse Charter Schools, and attended Century Foundation readings and events in connection with the newly released book "A Smarter Charter," which champions diverse charter schools. Rubenstein invited us to join the Coalition pending the authorization of our charter and we look forward to sharing our experiences as participants in the complex national conversation about the roles of schools in dismantling segregation and combatting racism. * We turned to budgeting questions with an especially high degree of scrutiny and confirmed that at our fullest capacity our DOE funding would have a negligable impact on district budgets (comprising < 1% of the district's total budget.) * We researched and wrote a blog post about the perceived tension between progressivism and rigor; we talked with parents who have children at progressive CSD1 middle schools such as Thompkins and East Side; we visited Fieldston and received an invitation from their Head of School to participate in their Progressive Schools Institute (we would be the first outside school in Fieldston's history invited to do so.) These visits prompted us to clarify our school's approach to progressive ideals, directly impacting our approach to curriculum design and assessment.

CSD2 Community Education Council (CEC) President Shino Takanawa

Met with CEC President Shino Takanawa - 5/18/14 Phone call with Davidson 5/22/14 Davidson, Quarfordt and Kiorpes presented at CEC CSD2 Meeting - 4/28/14 Davidson emailed to follow up 5/9/14 In-person meeting to debrief the CEC presentation/feedback - 5/18/14 Takanawa connected Davidsom with ED of Urban Dove, a charter school that serves at-risk high school students in Brooklyn Davidson with reached out via 5/29/14 to let Takanawa know that we were looking at a private facility in CSD2 and update her regarding our SUNY LOI. 1-hour phone call 6/10/14	In initial meeting, Takanawa said that if our team wanted to build a school in CSD2 it was important to listent to parents. She also emphasized that there are a lot of distinct communities represented within CSD2 and that meaningful community engagement means committing to a specific enclave/geographic area within CSD2. She thanked us for our presentation at the CEC meeting and while acknowledging the discomfort some CEC members feel around charter schools in general, said that our model was inspiring--particularly the non-selective admission policy (Takanawa's daughter attended LaGuardia, a highly selective arts-based high school) During their one-hour phone call in June, Takanawa and Davidson discussed charter-district collaboration and the potential of partnerships to ameliorate tensions across the charter-district divide. Takanawa made concrete suggestions for engaging CSD2 district schools and said that she would connect our team if we are chartered but isn't comfortable doing so beforehand.	After Davidson's initial meeting with Takanawa our team decided that if at any point we decided to pursue CSD2, we would focus our outreach efforts on the diverse populations of the Lower East Side We re-engaged local stakeholders to create a list of district schools in CSD2 that would be interested in collaborating with us across charter/district lines In our conversations with parents, we prioritized the non-selective aspect of our admissions policy. This was especially heartening to those parents whose children have shown interest in the arts but have not had access to high quality arts education in their schools and would therefore be unlikely to gain admisssion to a selective arts based school.

NYCHA Tenants Association President LES1 Jacqueline Goodman

Multiple in-person meetings, phone calls and emails (contact ranging from twice-weekly to twice-monthly from July 2014 to present) Conversation with Ms. Goodman and family/community members from LES1 at **Focus Group at Specials On C** 11/18/14	Goodman has shared with us repeatedly that the families she works with are trying to gain access to arts programming for their children and that sourcing after school arts activities creates a financial and time strain on under-resourced families. She also shared her strong conviction that uniforms help create a sense of unity and mitigates some of the stresses that lower income students may feel within a diverse learning community. She had access to scholarships to send her children to independent schools on the upper East Side where they both wore uniforms and wished the same for kids in her local community.	Goodman's positive feedback on our arts-based model has served as a galvanizing support to us, keeping us focused on the value we are positioned to deliver to local families if we move successfully through the authorization process. We had initially considered not having a school uniform policy or making the uniform optional, reasoning that imposing limits to students' right to self expression might contradict the stated mission of an arts-based school. However, through conversations with Ms. Goodman, we have come to see the potential for uniforms to promote a cohesive school culture while reducing strain on economically disadvantaged students who might otherwise feel pressured to compete with more advantaged students in their clothing choices. Revisitng the uniform question from this perspective has encouraged us to think about how uniforms could serve as a symbol of creative self expression and student agency while still promoting cultural unity and reducing competition.

NYCHA Tenants Association President LES5 Felicia Armstrong		
Conversation with Ms. Armstrong and family/community members from LES1, LES5 and 189 Allen Street at Poetry Workshop/ Focus Group at 189 Allen Street 9/17/14 Multiple texts and phone calls from fall of 2014 to present	Ms. Armstrong sends her son to a high-performing charter school and expressed concern about what she categroized as the school's unnecesarily strict discipline policy. She asked us whether a charter school could help students reach high academic outcomes in an environment of high expectations without employing such stringent measures. Armstrong also shared with us her concerns about making young people sit still and focus for such long stretches at a time and encouraged us to make sure that we were building kinesthetic breaks into our long blocks and ensuring that lessons are taught in developmentally appropriate ways.	We took Ms. Armstrong's feedback very seriously, working to strike a balance between a discipline plan that promotes safety and accountability while also prioritizing student autonomy. We began to seriously research restorative justice practices and while we don't feel ready yet to make this approach the foundation of our approach to discipline because our founding team still lacks training, we are championing a model based on sequenced reflection and restorative practices; It is our intention to move toward a discipline policy based on restorative justice by year 5 of our school. Teachers will be trained in the importance of providing students with kinesthetic breaks during extended blocks of instruction. Furthermore, we have searched for (and identified) a facility in which classrooms are big enough to accomodate a degree of movement that is often not possible in cramped, crowded classroom spaces.
NYCHA Tenants Association President Baruch Houses Roberto Napoleon		
Met with Mr. Napoleon - 11/17/14 Multiple follow-up phone calls and in-person meetings November 2014 to present. Conversation with Mr. Napoleon, residents of Baruch Houses and other LES residents at Focus Group for Families at Baruch House 11/25/15	Mr. Napoleon is especially worried about the young males of color he works with, citiing the lack of adult male role models in schools as a source of concern.	We understand that we can't preference employment on the basis of gender, but we will make an effort to recruit male teachers from the community to fill this need.
Facilitator of Lower East Side Community Partnership Flora Huang		
Multiple in-person meetings, phone calls, and emails with Ms. Huang beginning when Davidson met her at the Parent Coordinators Conference at High School of Fashion and Industry in April 2014 Members of our founding team meet regularly with Ms. Huang when we attend LESCP membership meetings	Ms. Huang has been the source of useful feedback on a wealth of topics including serving students with special needs, reaching out to underresourced families, and creating a school culture inclusive of those students and families who speak languages other than English at home. Ms. Huang has been especially helpful in welcoming us to participate in the LES Community Partnership, a coalition of agencies and advocates serving young people and families on the Lower East Side.	Ms. Huang's most valuable piece of feedback to us was that the Lower East Side functions as an interlocking web of social service agencies and organizations, and that it will be fundamental to our mission to become involved as active members in this network. Through our membership with the LESCP, we have become connected to a huge pool of advocates for families and children who support or mission and have expressed desire to help. We are currently brainstorming ways in which we can contibute to this network and have proposed a range of services we could contribute during our planning year and beyond, such as facilitating arts excursions with foster familes, running free literacy circles for students and parents, etc.

ADDITIONAL ELECTED OFFICIALS AND COMMUNITY LEADERS

In addition to the conversations with elected officials and community leaders detailed above, we have also emailed or called the offices of the following officials/leaders in order to keep them informed of our progress and solicit feedback on our model, but have either not heard back from them or are in process of arranging a meeting but have not yet met:

*** New York City Councilmember District 2, Rosie Mendez** - Geoffrey Kiorpes emailed 7/24/14 but Councilmember Mendez was unable to meet. We exchanged several emails with Vanessa Lopez, her Chief of Staff, but were not able to meet with Mendez in person. We called agian in January of 2015 but did not hear back. We plan on re-engaging when our charter is submitted as Mendez is a strong advocate for children in Manhattan.

*** Community Board 3 Chair Susan Stetzer** - Our board member Jim Chu was on the May 14th agenda for Community Board 3's meeting regarding Community and Cultural Affairs but had to reschedule due to a personal conflict. Chu has requested a meting wth CB3 Board Chair Stetzer and submitted a request for our team to present at the August meeting of CB3's Youth, Education and Human Rights Committee. We will also attend the CB3'a next Arts and Cultural Affairs Subcommittee meeting in August.

*** Community Board Chair Gigi Li** - Jamie Davidson was introduced to Li by Roxana Tetenbaum from Henry Street Settlement. A board member also has a personal relationship with Ms. Li; she has been made aware of our plans and we look forward to updating her on our progress as the authorization process unfolds.

In addition to feedback from community leaders detailed above, we have also held extensive planning meetings and communicated through phone calls and follow up emails with leaders from the following organizations in our districts:

- Juilliard
- The Loisaida Center
- Lower East Side Ecology Center
- Girls Club and Boys Club
- Lower East Side Community Partnership
- University Street Settlement
- Education Alliance Art School/ Manny Cantor Center
- CITIarts
- Abrons Arts Center
- The Future Project
- The Academy for Teachers
- Young Audiences

LOCAL FAMILIES

Irene Baigorri, Mother, CSD1 Resident, Educator

Conversation with Ms. Baigorri at **Focus Group for Educators at Specials On C** - 10/16/14 Several follow-up email correspondences 11/11/14, 1/15/15, 3/12/15 Phone call - 3/12/15	Ms. Baigorri has been actively working on diversity curriculum and projects in her role as social studies teacher at a progressive independent school on the Upper West Side. She encouraged us to focus on diversity, not only in terms of student body but also with respect to hiring educators She also drove home the importance of being inclusive and respectful towards local district schools, steering clear of language like "closing the achievement gap" with parents because it feels condescending	Our conversations with Ms. Baigorri galvanized our intention to join the National Coalition of Diverse Charter Schools if our proposal is authorized, and while we know we can't make hiring decisions based on race, we will follow recruiting practice designed to attract a wide spectrum of promising candidates from a diversity of backgrounds We have also been spurred through our interactions with Baigorri to brainstorm innovative ways to partner with district schools. We have partnered directly with New Design, a progressive high school in the Seward Park building. Another example of collaboration we look forward to initiating with district schools is working with the HOME VISIT. Our conversations wtih Ms. Baigorri also helped us refine the language we use with parents, ensuring that even on the most micro level our language is non-hierarchical, respectful, inclusive and free of "reform" jargon

Alyson Palmer, Mother, CSD2 Resident, Musican

Multiple emails throughout the past year and a half, beginning 4/15/14	Ms. Palmer shared with us that in CSD 1 Middle School options are sorely needed. She encouraged us to focus on the neighborhood of the Lower East Side rather than getting caught up too closely in choosing a district at the outset of the recruitment process. Ms. Palmer also urged us to consider beginning our program in 6th grade and not in 5th as we had originally intended. She explained for us that for students and families in Lower Manhattan, 5th grade represented a culminating year for elementary school. "I don't think parents would be very happy to pull their kids out of a school and away from their network of friends and teachers in their last year of a program. Most 5th graders have been together with their same cohort since kindergarten. Then it's expected that people spread out in different directions starting in 6th grade. You might get pushback if you disrupt that."	We had originally planned to focus exclusively on CSD2, but conversation with Alyson spurred us to cast a wider net, connecting with families in CSD1 as well. Having identified a space that sits on the border of the two districts and is accessible to the Lower East Side community as whole confirmed our decision to apply to both CSD1 and 2. On the basis of Ms. Palmer's advice, which was echoed by many parents in Lower Manhattan with whom we spoke, we adjusted our original plant to begin in 5th grade and are no proposing a 6th-8th grade middle school program in line with most other middle schools in CSDs 1 and 2.

Marnie Ann Joyce, Mother, CSD1 Resident, Volunteer at The Earth School		
In-person meetin with Ms. Joyce at Thompkins Square Bagels with 3 co-founders 6/26/14 Follow-up emails	Over the course of a two-hour meeting in June of 2014, Ms. Joyce shared a wide range of feedback with us, focusing specifically on the need to define diversity broadly, not simply focusing on race but also considering socio-economic class, family language background, and physical and intellectual ability. She also cautioned that if we were serious about recruiting a diverse student body, we needed to be prepared to serve them. She strongly urged us to make sure that our board reflected the diversity of the students we hoped to serve and emphasized the importance of having native Mandarin speakers both on the board and the founding staff. She also confirmed that "50% of the parents in this neighborhood won't even talk to you if they think space is on the table. If you intend to try not to co-locate you need to make that one of the first things you say to people. Otherwise you've lost them before you even get started."	Our conversation with Ms. Joyce spurred us to double down on our efforts to recruit students with learning differences, students who come from families where languages other than English are spoken at home, gifted students and students with physical disabilities. Shortly after we spoke with Ms. Joyce, we met with Paul Yellin from The Yellin Center. Mr. Yellin is a pioneer in using developmental neuroscience to help parents and teachers serve the needs of students with learning differences and is committed to designing and delivering exceptional professional development opportunities for ALL of the teachers in our building. Although budgeting constraints make hiring a full-time ESL teacher challenging in our first year, we have made adjustments to other elements in our program in order to make this a priority. Returning to our meeting notes with Ms. Joyce also recently prompted us to make changes to our initial proposed organizational chart to ensure that our Special Education coordinator is able to focus her energy completely on serving students with special needs and not splitting her focus with other professional responsibilities. Following Ms. Joyce's suggestion, we have recruited a diverse Board of Directors and Advisory Board that includes native Spanish speakers and members of the Chinese American population (one a native speaker of Mandarin with lifelong ties to the Chinese community on the Lower East Side). Ms. Joyce's comments about space further solidified our efforts to identify private space to rent should our charter be authorized.
Ms. Cannizzo (no first name given) - [redacted]		
Left comment via online survey on 3/5/14	Canizzo expressed annoyance and warned that parents in CSD 1 would fight new charters. She wrote, "we are not interested and are very annoyed to have gotten this msg thru this les parents forum. many parents in dis 1 will fight new charters. beware."	Ms. Cannizzo left her phone number on the survey. Co-founder Kate Quarfordt called her on 3/9/15 and left a message expressing willingness to engage in conversation about our plans and hear Ms. Cannizzo's concerns. Ms. Quarfordt also invited Ms. Cannizzo to our Town Hall on 3/18/15. Ms. Cannizzo did not respond.

Willow Joffee, Mother, CSD1 Resident, Social Worker at CSD1 District School		
Conversation with Ms. Joffee at **Focus Group for Families & Community Members at Specials On C** - 11/18/14 In-person follow-up meeting at Brooklyn Roasters - 3/4/14 Extensive follow-up communication via Facebook messenger, email, in person and on phone 11/14 to present	Ms. Joffee has shared a wealth of ideas and feedback with us over the last several months. A resident of CSD1 and mother of 4, Ms. Joffre is also a social worker at a high school in the district. Like many parents in the neighborhood, she is passionate about finding opportunities for her children to engage in enriching creative activities. Her particular areas of interest as it impacts our work focuses specifically on our Camp component. Ms. Joffre is interested in the potential of wilderness education to reconnect urban youth--particularly students of color--to an empowering relationship with agriculture and stewardship of the natural world. Joffre encouraged us to research the work of Soulfire Farm, an organic family farm committed to "dismantling the oppressive structures that misguide our nation's food system" and brings diverse communities together in nature to "share skills on sustainable agriculture, cooking, and natural building, and contribute to the movements for food sovereignty and community self-determination".	Our work with Ms. Joffee and our research on Soulfire Farm has significantly impacted the scope and intention of our partnership with Camp Vacamas. Originally conceived of as a tool for enriching school culture and supporting our science/ecology curriculum, Camp has now taken on a deeper and more transformational role as the cornerstone of our approach to helping students harness creativity and a reverent connection to the natural world to enrich their sense of belonging, autonomy, personal responsibility and leadership. Our conversations with Ms. Joffee have driven home to us the transformational role that wilderness education and agricultural work can have particularly for students of color and those who have grown up in urban poverty, who are often marginalized and cut off from the joyful connection with nature that is every child's birthright. These understandings have directly impacted our curricular design for Camp Vacamas as well as the readings and research we will use to anchor professional development for teachers as we prepare them to be successful facilitators at Camp.
Tonya Harrell, Mother, CSD1 Resident		
Conversation with Ms. Harrell at our **Focus Group for Families at Baruch House** 11/25/14 and written survey response from this event	On a survey distributed at our focus group at Baruch Houses on 11/23/14 Ms. Harrell responded to the question prompt "Q: If I could change one thing about my child's school it would be..." A: "their line of discipline." Ms. Harrell went on to explain in conversation that her child currently attends a high performing charter school in CSD1, and while she is satisfied with the level of academic achivement, she is concerned about the stringent and sometimes "arbitrary" discpline policies in place at the school. She explained that she is all for maintaining an orderly, structured environment (and that she makes and effort to do so in her own home) but that she is dismayed at the way this is carried out at her daughters school.	In response to Ms. Harrell's concern, which was echoed by many parents in CSD1 and 2 who send their children to high perfomring charter schools, we have designed an approach to discipline that will ensure a respectful, safe and orderly learning environment while respecting the needs of the Whole Child and maintaining a positive tone throughout the culture of the school. Rather than rely on a carrot-stick system of extrinsic incentives and rewards, our approach to school culture and discipline hinges on helping students self-regulate and navigate the balance between structure and freedom motivated by intrinsic desire to belong to a positive, inclusive learning environment that rewards compassion, respect for norms and leadership (doing the right thing even when no one is looking.)

Paul Abreu, Father, CSD1 Resident		
Conversation with Mr. Abreu at Made Fresh Daily on 2/26/15 Multiple text messages, emails, phone conversations and in-person meetings to follow, including a **PTA meeting on 3/4/14 at The Neighborhood School** where Abreu's son is a student. The Neighborhood School is a progressive elementary school in CSD1	Mr. Abreu shared his family's experience navigating the Special Education landscape in both charter and district schools in Manhattan and Brooklyn. He said that contrary to popular opinion, the charter school his daughter attended did an excellent job of providing Special Education services. Mr. Abreu encouraged us to help spread the message to parents that they can't generalize global concerns about charter schools in the media to ALL charter schools. He suggested we align ourselves with independent charter schools that are approaching their work in a manner that runs contrary to public perception and helping parents feel comfortable balancing their critique of some elements of the charter school/ school reform movement with enthusiasm for our particular charter school.	On Mr. Abreu's suggestion, we have built strong connections with independent progressive charter schools such as Community Roots and Compass Charter School. We have also built strong relationships with schools like Brooklyn Prospect Charter School and International Charter School, both of which are actively pursuing the recruitment and retention of diverse student populations, an approach that runs counter to many people's perceptions of charter schools as places in which high needs students of color are served (often very well) but with the downside of becoming siloed in homogenous learning environments where they can "internalize the negative idea that this is a school for poor black and brown kids" (Mr. Abreu's words.) We have shared the work of Kalenberg and Potter's "A Smarter Charter" extensively in our newsletter and on our blog to help parents and community members understand that it is possible to balance a healthy critique of the charter movement to date with the innovations of charters striving to embody the movement's original mission of promoting increased teacher autonomy and student diversity.
Raquel Georges, Brooklyn Resident, Mother of a Charter School Student		
We met with Ms. Georges following our **Poetry Workshop and Focus Group at 189 Allen Street** on 9/17/14 and continued to maintain contact with her via phone and text	While Ms. Georges touted the academic quality of the charter school her daughter attends, she expressed dissatisfaction with the school's policy of removing struggling students from extracurriculars in order to place them in test prep and homework detention. "I understand that kids who are struggling need extra support but I don't see why that has to be an either/or thing with creative activities. Kids who are struggling need MORE reasons to be excited about coming to school, not less. My daughter was given a leadership role in a creative after school program that she absolutely thrived in. But then she started strugglin in math and got pulled out for after school tutoring and homework help, and she was devastated. She shut down completely and her grades started to go into a spiral. What was supposed to help her actually ended up hurting her."	In our original model we had planned to make our extended program an enrichment period during which students could either pursue creative programming or receive intensive remediation. But after speaking with Ms. Georges, whose concerns were echoed by many other parensts we met with, we decided instead to build an academic remediation and/or extension block into the main instructional day schedule several times a week. This block is designed for targeted academic support to help struggling students reach grade level while giving students who are thriving academically a chance to challenge themselves with advanced work and targeted support. In this manner, we do not risk undermining our message that arts and academics are equally valuable modalities of learning, we don't punish students who have come to us lagging behind academically, and we ensure that struggling students have equal access to non-academic programming that makes them feel engaged, confident and successful. This thinking extended further and confirmed to us that we would not treat Camp as a "reward trip"; Camp is a central component of our program and not contingent on academic performance.

SCHOOL LEADERS AND EDUCATORS		
Scott Conti, Principal at New Design High School		
Multiple emails, phone calls and in-person meetings from 1/9/15 to present	Conti has been an invaluable source of support and feedback in areas ranging from student recruitment to academic programming. As founding principal of a school that uses creativity and design thinking and the foundation for academic learning, he is entirely mission aligned and has over a decade of experience grappling with the possibilities and pitfalls of marrying arts and academics in service of exceptional student performance and personal growth. Conti has committed to providing feedback on our curriculum and model as we continue to plan in advance of opening. He has also shared invaluable feedback on our advisory model (which we call Circle), encouraging us to consider pairing students with a one-on-one coach who works with them individually to support their academic and socio-emotional learning.	We look forward to gathering specific feedback from Conti on our academic curriculum if we move from the authorization process to a planning year. In the meantime, his suggestions about advisory have had a direct impact on the design of our model. We initally proposed to have four staff members per grade level act as student advisors, one for each cohort of 25 students. However, after speaking with Conti about the benefits of more individualized coaching relationship between mentors and mentees, we decided to change the structure of our advisory program significantly. Now there will be eight staff members per class who will act as advisors, and each advisory or Circle will be a single gender group of between 10-15 students. Advisors will stay with their advisees in teh same groups throughout students' three years at City School of the Arts, helping to solidify that one-on-one coaching relationship and ensuring that every child in the building is paired directly with a trusted adult who can act as a consistent source of academic and socio-emotional support throughout their entire career at our school.
Sarah Brady, Music Educator		
Via Facebook comment on a post announcing the launch of our website, 1/15/15	Ms. Brady wrote, "Your mission statement is waaaaay to long and not original. I've read it in a million places all over the country. After 24 years in title 1 education the last thing this country needs is another charter school."	As a trio of co-founders we considered Ms. Brady's first comment seriously and made several small wordsmithing changes to our mission statement. While we appreciate that some educators feel strongly that charter schools are not an appropriate response to our nation's education challenges, we did not choose to make substantive changes to our model on the basis of Ms. Brady's second comment.

Anna Jimenez, Bronx Resident and Charter School Teacher		
We met with Anna at our **Focus Group for Educators at Specials On C** - 10/16/14	While she was personally enthusiastic about the Camp component of our model, Ms. Jimenez raised the concern that not all staff members might feel equally enthusiastic about spending an extended stretch of days several times a year in the woods with children. She mentioned that particularly for urban educators who might not have grown up going to camp themselves, this might pose a great deal of discomfort, and she pointed out further that for teachers who have young children at home the logistics of Camp might represent a serious challenge. "It is clear that you will need to hire with Camp in mind," she said. "But then is it possible that you will be forced to pass up hiring educators who are not comfortable with Camp for whatever reason but who would otherwise be a great match for your program?"	Ms. Jimenez's comments catalyzed decision making on a planning process that had proven challenging to our team for some time. On the basis of her comments, we decided to split the bulk of our students' time at camp by gender, with female students attending for three days followed by male students attending for three days, culminating in a whole-school mixed-gender day trip and culminating celebration. Not only does this solution address concerns that parents had shared about the potential challenges of mixed gender overnight trips; it also solves the issue raised by Ms. Jimenez. With only half our student population at camp at any given time, only half of our staff will be required to facilitate camp immersions, while the remaining staff can stay back at school providing academic instruction with the other half of the student body.
Joyce Gendler, Future Project Dream Director at a Lower Manhattan District School		
Multiple in-person meetings, phone calls, emails and text communication with Ms. Gendler regarding our plans, starting in May 2014. Gendler attended our **Town Hall Meeting at New Design High School** on 3/18/14	Ms. Gendler has been the source of useful feedback in a number of areas, particularly in terms of developmentally appropriate methods for building a cultue of student leadership. At the Town Hall, Gendler voiced a specific concern about the widespread practice among charter schools of hiring relatively young, inexperienced teachers.	Our proposed grade-level themes of **Systems, Disruption and Paradox** were designed in large part in response to our conversations with Ms. Gendler. We wanted to integrate academic learning coherently with themes that could also map meaningfully onto a developmental framework for promoting student leadership within a safe, orderly environment. Our conversation with Ms. Gendler also found expression in our re-design of our staffing and organizational charts. On the basis of this feedback and our own research, we have made a commitment as a leadership team not to hire novice teachers until our third year. When we bring on first-year teachers in Year 3, they will enter City School of the Arts as Apprentice Teachers who will teach only a half load of classes under the mentorship of their Department Chair, filling the rest of their schedule with other professional responsibilities. Inexperienced teachers will receive the concrete support they need to become successful while contributing to our community in valuable ways.

STUDENTS		
A. , 10th Grader, Lower East Side Resident, Attends a Distric High School in CSD1		
A female student who preferred not to be named shared this feedback at our Poetry Workshop at 189 Allen Street	"The problem with my schools is that there's all this stuff under the surface that no one wants to talk about. We are all dealing with stuff at home, or maybe you're getting bullied, or you're gay but your parents would kill you if they knew. And there's no one who wants to talk about that at school, it's just sit down and shut up and do your work. I know I'm supposed to care about grades and all of that but I don't. I'm just trying to live and I don't even know how to do that."	This student's comment resonated with our founding team deeply. A's testimony reinforced our commitment to structures we had already put into place in our model to ensure thatall students are seen, heard and supported (Advisory, aka Circle) and that academics are framed in a way that makes them feel relevant to students' lives and struggles (arts infused, interdisciplinary curriculum.) Beyond that, however, this student's comment prompted us to revisit our original decision to hire a social worker in year 3. After hearing feedback from this student, we made adjustments to our staffing chart and budget to prioritize the hiring of a full-time social worker year 1.
C. Alli, 12th Grader, Bronx Resident, Attends a Charter School in the Bronx		
C. Alli, a senior at a charter school in the Bronx, shared this feedback at a roundtable for students at a coffee shop following a trip to see "10 out of 12" at Soho Rep Theater with co-founder Kate Quarfordt	"As students we know that our teachers are just trying to do their jobs, but that they feel pressure from administrators. Sometimes we'll be preparing for a test and our teacher gets observed, and then suddenly the next day the teacher is freaking out about suddenly the test is going to have all these extra things on it. And as students we know what happened. That teacher just got busted and is trying to scramble, and we can tell they feel bad about it but their hands are tied. Kids pick up on all of this. We see the power plays and the grown ups acting out this whole drama. But at the end of the day, now we're not ready for this test, you know? And there's nothing anyone can do about it."	C's feedback made a significant impact on our planning team's thinking around organizational structure, teacher supervision and support, professional development and accountability. While no plan will perfectly eliminate the hierarchical power dynamics C alluded to, her powerful testimony further galvanized us in our efforts to design systems and structures to lay out clear professional expectations for teachers and administrators and support a culture of professionalism and mututal support that helps the adults in the building present a united front to students. Our decision to create a leadership pipeline that allows teachers to be promoted to Department Chairs and Grade Level Deans and participate in our Teacher Leader Collaborative was spurred in large part by our response to C's compelling observations.
Melonie, 3rd Grader, Lower East Side Resident, Charter School Student		
We met with Melonie and her mother at our **Focus Group for Families at Baruch House** 11/25/14	For our culimating activity at this focus group, we asked participants to make leaves for our Family Tree, a creative, informal way for community members to share feedback and their vision for our school. On her leaf, Melonie wrote, "I dream of a school where we talk about things that matter."	Given that Melonie's feedback coincided with the no-indictment verdict in Ferguson, the sentiment she expressed had particular impact. It inspired us to write a blog post sharing our commitment to using creative education to help students grapple meaningfully with the difficult, painful issues of our current moment.

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

CHARTER SCHOOL OFFICE
ROOM 5N EB Mezzanine, 89 WASHINGTON AVENUE, ALBANY NY, 12234
Tel. 518/474-1762; Fax 518/474-1405; charterschools@mail.nysed.gov

VIA ELECTRONIC TRANSMISSION

July 18, 2014

Jamie Davidson
jamiesdavidson@gmail.com

Dear Applicant:

Thank you for your submission of a Letter of Intent to Apply for charter approval by the Board of Regents for the proposed **New York City Charter School of the Arts,** received by the New York State Education Department on July 7, 2014, for review in Round 2 of the 2014 charter school application review cycle. Department staff has reviewed the Letter of Intent and found that the Letter of Intent does not provide all requested information as described in the *2014 Request for Proposals to Establish Charter Schools Authorized by the Board of Regents (RFP)* posted at: http://www.p12.nysed.gov/psc/startcharter.html.

In particular, the Letter of Intent does not provide complete information in:

- Section IV(b)Community Support: The applicant group does not provide an initial assessment of sufficient interest in the proposed charter school to allow the school to reach its anticipated enrollment.

Accordingly, your Letter of Intent is not accepted in the 2014 charter school application review cycle, and your founding group is not invited to submit a Full Application in this round. You may begin the process again with the submission of a new Letter of Intent in 2015. The *2015 Request for Proposals to establish Charter Schools Authorized by the Board of Regents (RFP)* will be published in January of 2015 at http://www.p12.nysed.gov/psc/startcharter.html.

Thank you for your interest in developing a high quality charter school in New York State.

Sincerely,

Susan Megna
New Schools Coordinator

cc. Bill Clarke

NEW YORK CITY CHARTER SCHOOL OF THE ARTS

I. Applicant Information

a. **Applicant:** Jamie Davidson, [redacted] NY, NY 10003, (917) 833-6469, jamiesdavidson@gmail.com. Lower Manhattan resident Jamie Davidson is currently the Middle School Instructional Coach at a charter school in the Bronx, and is submitting this letter of intent on behalf of herself and co-founders/fellow educators Dr. Geoffrey Kiorpes and Kate Quarfordt.

b. **Public contact:** Jamie Davidson, (917) 833-6469, jamiesdavidson@gmail.com

c. **Applicant Group/ Founding Team:**

- **Co-founder Jamie Davidson** will serve as founding Principal. Holding an EdM in Language and Literacy from the Harvard Graduate School of Education, Jamie taught in urban district and charter schools for five years before returning to graduate school to study literacy and education policy in the school reform era. Prior to graduate school, Jamie honed her skills as a reading teacher while also taking on various leadership roles at Brownsville Collegiate Charter School. She earned her BA in Comparative Literature from Barnard College with New York State certification to teach secondary ELA. Currently Middle School Instructional Coach at Bronx Prep Charter School, Davidson oversees literacy curriculum and instruction, and manages the fifth and sixth grade teams around culture, discipline, and family engagement. Jamie proudly serves on the board of directors for the Association to Benefit Children.
- **Co-founder Dr. Geoffrey Kiorpes** will serve as Artistic Director and piano teacher. Coupling his DMA in piano performance from the Manhattan School of Music with an MBA from the University of North Carolina, Kiorpes has served as the Artistic Director and piano teacher at the Bronx Prep Charter School since 2002. His students have received numerous awards and scholarships, and several have pursued music in college. Thirteen of his students were recently invited to perform at the NY State School Music association Winter Conference in Rochester, and at a Music Education seminar at NYU. Kiorpes is also active as the musical director for Bronx Prep's annual Broadway musical production, and manages a department that includes orchestra, jazz band, visual art, choir, dance, speech, and digital media. A long-time proponent of utilizing arts education to strengthen academic performance, Dr. Kiorpes is proud to note that Bronx Prep's last three valedictorians have been piano majors in his program. Kiorpes has been a resident of lower Manhattan since 1988.
- **Co-founder Kate Quarfordt** will serve as Director of Curriculum and School Culture. Kate is a Brooklyn-based educator, writer, theater director, artist and mother. Founder and director of the musical theater program at Bronx Preparatory Charter School, Kate encourages young people to engage with the arts as a direct pathway to transformational learning experiences in all disciplines, with particular emphasis in literacy and language arts. Kate holds a double BS in visual art and theater from Northeastern University and an MA in TESOL from Teachers College, Columbia. A member of ASCD's original Commission on the Whole Child, Kate is the recipient of the John Fanselow Scholarship Award from TC for outstanding creativity in teaching and was awarded a Stephen Sondheim fellowship from The American Academy of Teachers.
- **Sara Sheffer** will serve as Special Education Coordinator. Sara earned her masters degree in special education from The University of Las Vegas during her Teach For America commitment, teaching 3rd-5th grade special education. She taught AP Literature with at-risk boys for three years at Green Dot Charter School in Los Angeles, after which she served on the founding board of Brownsville Collegiate Charter School in New York City (NYC) as their Special Education Coordinator. Marriage brought Sara to Washington DC, where she is currently working at EL Haynes Charter School as their special education coordinator and math and science instructional coach.
- **Liza Rafiki** will serve as Assessment Coordinator. Liza has worked as an educator in NYC for the past eleven years. She holds an MA in Elementary Education, a JD, and is licensed in Supervision and Administration (SBL/SDL) in New York State (NYS). Liza taught in the South Bronx for five years before working for three years at Empower Charter School as a teacher, Math Coordinator, and Academic Director. Currently, Liza is Director of School Support for The Achievement Network, and has worked closely with a several successful charter schools in CSD 1, helping them use data to drive instruction and align curriculum to the Common Core.
- **Rebecca Lebowitz** will serve remotely from Cambridge, Mass. as our Literacy Consultant. She is currently in her second year as a doctoral student at the Harvard Graduate School of Education, where she is focusing her research on literacy development in early childhood. Prior to beginning doctoral studies, Rebecca worked for three years as a third grade special education teacher in a bilingual school in Washington, DC. She holds an EdM in Language and Literacy from Harvard, and a BA in Urban Studies and Hispanic Studies from Brown University. Rebecca will provide curricular materials and access to research-based Professional Development.

d. **Founding Board of Trustees:**

- **Arthur Levine** is president of the Woodrow Wilson National Fellowship Foundation and president emeritus of Teachers College, Columbia University. He has previously served as chair of the higher education program, chair of the Institute for Educational Management, and senior lecturer at the Harvard Graduate School of Education. Dr. Levine is the author or co-author of nine books on American education and dozens of articles and reviews, including a series of noted reports for the Education Schools Project. Dr. Levine will support the creation of structures and school culture that will help attract, develop, and retain exceptional teachers and leaders.
- **Joseph Polisi** has served as president of The Juilliard School since 1984. Previously, Dr. Polisi was Dean of the University of Cincinnati College-Conservatory of Music, Dean of Faculty at the Manhattan School of Music, and Executive Officer of the Yale University School of Music. He holds a Doctor of Musical Arts degree from Yale, as well as degrees in political science and international relations from the University of Connecticut and the Fletcher School of Law and Diplomacy at Tufts University respectively. A tireless advocate for arts education, Dr. Polisi will contribute to the development of our arts curriculum and facilitate relationships with NYC-based arts institutions.

- **Laura Blankfein** is an active school reform champion and charter school advocate. She currently sits on the board of trustees of Excellence Boys and Excellence Girls, and serves as their board representative to The Uncommon Charter High School. She also serves on the board of the Ethical Culture Fieldston School, where she was board co-chair from 2008-2012. Mrs. Blankfein graduated *magna cum laude* from Barnard College, where she later served on its board of trustees. She received her law degree from Georgetown University, and practiced law in private practice for four years before her nine years in the office of the Corporation Counsel of the City of New York. Her tutoring work with students at the Association to Benefit Children's Echo Park in East Harlem moved her to fund Echo Park's Saturday program, one of many examples of the impact the Lloyd and Laura Blankfein Foundation has had on education reform and youth services in NYC.
- **Danal F. Abrams** is transaction counsel at Moore Capital Management, LP, a global alternative investment manager. Prior to joining Moore, he was a securities and mergers and acquisitions partner at two international law firms. Danal graduated from Columbia Law School in 1984 and from Carleton College in 1976. Danal and his wife Wendy have lived in NYC for the past 25 years. Mr. Abrams will provide pro bono legal support to the founding team, focusing on facilities negotiation, contracts, and accountability.
- **Alejandro Durán** is a photographer, filmmaker, poet and educator. As the founding director of The Digital Project, he has directed educational videos for Expeditionary Learning, Columbia University and The Museum of Arts and Design. Mr. Durán will advise us on technology design and help build our digital media program.
- **Benjamin Gliklich** is Director of Corporate Development at Platform Specialty Products. Prior to joining Platform, Ben worked for 3 years at General Atlantic, a global growth equity firm, and at Goldman Sachs in the investment banking division for 4 years. Ben graduated *cum laude* from Princeton University in 2006 and with honors from Columbia Business School in 2014. Ben has been actively engaged with educational causes for many years and will advise the founding team on financial and accounting matters.
- **Daniel Hew** has been teaching English for six years spanning both middle and high school. As a 2008 Teach for America Corps member he taught 8th and 11th grade English, AP Literature and Composition in the South Bronx, after which he was recruited by KIPP College Prep High School, where he currently teaches 11th and 12th grade English. Mr. Hew will be a resource for culturally responsive curriculum design and outreach efforts to immigrant families on the Lower East Side.
- **Elizabeth (Betsy) Burke** taught 7th and 8th grade ELA at PS/MS 279 in the Bronx as a Teach for America Corps member after graduating *summa cum laude* from Dartmouth College. A 2011 graduate of Yale Law School, she is a corporate associate in the commercial banking and securities groups at Cravath, Swaine & Moore LLP. Ms. Burke will work with Mr. Abrams to provide legal counsel to the founding team.

e. **Replication or Network Information:** Not Applicable

f. **Application History:** No Founding team member or prospective Trustees have applied to this or another charter entity to open a charter school.

II. Proposed Charter School Information:

a. **Proposed school name:** New York City Charter School of the Arts ("City Arts")

b. **Proposed school location:** City Arts proposes to open in Community School District 1 (CSD 1) on the Lower East Side of Manhattan. City Arts founders have done extensive research on both private and DOE facilities; our findings on overcrowding in current public school buildings have led us to pursue a Catholic high school looking to fill vacated classroom space previously occupied by a recently-closed elementary school. We are currently in discussion with this church regarding space. As we are currently awaiting confirmation of this private site's suitability, we will also submit a request to the NYC Department of Education of Portfolio Management for co-location space in CSD 1.

c. **Planned grades and enrollment in each of the years of the proposed charter term.** City Arts will ultimately enroll students in 6th through 12th grades. In our initial year we will enroll 92 students in 6th grade; by the completion of our initial charter we will be serving grades 6-10. This allows for reasonably small classes and projects for manageable growth each year.

	2015-16	2016-17	2017-18	2018-19	2019-20
Grade 6	92	92	92	92	92
Grade 7		92	92	92	92
Grade 8			92	92	92
Grade 9				92	92
Grade 10					92
TOTAL	**92**	**184**	**276**	**368**	**460**

d. **Proposed Management and/or Partner Organization:** not applicable

e. **Proposed school mission:** The mission of New York City Charter School of the Arts is to integrate intensive study of the performing and visual arts with a rich academic curriculum to prepare our diverse community of 6th–12th grade learners to make their marks as innovators and leaders. At City Arts, we champion creativity as both an inherent human quality *and* a set of skills that—when well-developed—spark deeper understanding across all disciplines and equip students for success in college and beyond.

f. **School Overview** The founders of City Arts share a core belief that the visual and performing arts can integrate learning in all academic disciplines and measurably enhance achievement for all learners. Numerous studies have shown that arts

integration increases academic achievement among youth from both low and high socioeconomic backgrounds.[1] As an example, when arts integration was introduced in 2008 at Wiley H. Bates Middle School in Annapolis, Maryland, the percentage of students achieving or surpassing standards for reading grew from 73% in 2009 to 81% in 2012, and from 62% to 77% for math.[2] To create and support a collaborative community of high academic and artistic achievers, we have identified six **Key Design Elements:**

- **Integrated Artistic & Academic Program:** Our approach to arts integration rests on a growing body of research demonstrating the significant cognitive benefits of music, theater, dance and visual arts education and its significant impact on academic achievement. Harvard-based researchers published findings this June that correlate music education with higher test scores, supporting previously reported links between musical training and enhanced cognitive skills.[3] Our non-selective (i.e. non-audition) visual and performing arts program will begin with piano and theater studies in the 6th grade and will include visual arts during the extended-day. As City Arts grows, artistic offerings will expand to include Dance, Drawing and Painting, Choir, Band, Filmmaking, Photography and more. Artistic and academic teachers will work in close collaboration, equipping students with a common framework of creative skills, habits, perspectives, and vocabulary that can apply meaningfully to inquiry-driven learning in all disciplines. For example, through a process researchers call "elaboration," students at City Arts will create stories, pictures, and other nonverbal expressions of the core content they are learning, a meta-cognitive practice that has been proven to help ingrain information.
- **Outcome-oriented and relationship-based use of data:** Student progress towards academic goals and mastery of standards will be assessed frequently in formal and informal capacities. Interim and unit assessments will allow teachers to determine mastery of content and standards, and develop a plan for remediation where needed. On a daily and weekly basis, individual progress and mastery will be tracked using a variety of formative assessments including exit tickets, weekly quizzes, conferencing, discussion, and in-the-moment assessment techniques that enable responsive instruction. Teachers will be supported in understanding and utilizing different assessment types and techniques through our professional development program. All incoming students will be given a diagnostic assessment in both ELA and Math to assess prior knowledge and to determine the needs of each individual student.
- **Professional Development (Teachers as Foundation):** It will be a paramount goal of City Arts founders to secure, develop, and retain a community of expert educators. In alignment with our mission, we will seek 'Artistic Academics' and 'Academic Artists' to provide a uniquely integrated educational program. We will hold weekly whole-school Professional Development, and will ensure that there is designated time in the weekly schedule for collaborative planning. The desire to be 'community-driven' is a core component in virtually all critical aspects of our design; none more important, or more foundational, than developing a faculty of collaborators. Professional Development will include work with the Harvard Graduate School of Education's Language and Literacy department, arts-based partnerships with NYC cultural institutions, and teacher trainings with The Yellin Center, whose strengths-based neurobiological approach to supporting students will be a cornerstone of our "advisory system." (See STAG directly below.)
- **Student Teacher Advocacy Groups (STAG):** Teachers will undergo extensive professional development to become advocates and self-advocacy proponents for students to whom they are assigned. Supported by a partnership with The Yellin Center, teachers will be trained to combine research in neuroscience, developmental psychology, and best educational practices to provide care for the whole child and advance an understanding of a student's mind in motion. Co-founder Kate Quarfordt will serve as Parent Coordinator in year 1, to develop a clear communication process between teacher advocates and the families of City Arts.
- **Democratic Learning Community:** City Arts is founded on the belief that people thrive in communities where their voices are heard and their input is valued. City Arts will actively educate and empower all community members to exercise their First Amendment rights respectfully and with responsibility. Governing bodies and procedures will be designed to encourage creative self-expression, fairness and transparency.
- **Community Hub:** We recognize that high academic and artistic achievement does not happen in a vacuum, but rather depends on learners and families feeling engaged and supported. To this end, we seek to position City Arts as a hub of resources for the community. Working within budgetary constraints, we will offer additional programming on some Saturdays, ranging from health fairs, parent workshops, and tutoring sessions, to artistic rehearsals and performances. The guidance counselor and school leaders will offer extended office hours during these times to ensure that working families have time to meet with City Arts staff. In partnership with social service providers in CSD 1, we will enhance and streamline access to existing sources of support for families and young people. We envision ourselves as a non-

---

[1] Catterall, J. S., Dumais, S. A., & Hampden-Thompson, G. (2012). The arts achievement in at-risk youth: Findings from four longitudinal studies. Washington, DC: National Endowment for the Arts.

[2] Noborio, Mariko. (2012). How the Arts Unlock the Door to Learning. Annapolis, MD: edutopia.

[3] Zuk, J., Benjamin, C., Kenyon, A., Gaad, N. (2014). Behavioral and Neural Correlates of Executive Functioning in Musicians and Non-Musicians. Boston, Massachusetts: PLoS One.

competitive institution: one that is willing to seek out and to share information with all other schools, community organizations, and local associations.

g. **Target Population/Community Served:** At City Arts we seek to make a rich and rigorous academic foundation and strong artistic programming accessible to all, welcoming both students whose identified creative interests have not been served elsewhere in the district as well as students who may not have had access to or shown previous interest in the arts. Because commitment to diversity is central to our mission, we will actively recruit a student body reflective of CSD 1's demographics per The NYS School Report Card re: NYC GEOG DIST #1, with particular outreach to English Language Learners, students with Individualized Educational Programs, and to students eligible for free and reduced price lunch.

III. Enrollment and retention targets:

Recruitment

a. **Those identified in school's mission:** We define diversity broadly to indicate not only race and socio-economic class but also cultural and language background, learning needs, family composition, sexual orientation, and physical ability. Substantial research points to the beneficial impact of diversity on academic achievement for all learners.[4] Having established relationships with neighborhood settlement houses and community arts organizations, we will work to reach a broad and diverse cross-section of families in CSD 1.
b. **Students with Disabilities:** As the arts are frequently a lifeline to students who struggle in traditional educational environments, City Arts will actively recruit students with IEPs. Our goal will be to meet or exceed the CSD 1 target of 20.7% students with disabilities for our incoming class of 6th graders. We have already begun to connect with community-based organizations that serve families of students with disabilities and plan to work with guidance counselors and school administrators at elementary schools in the district to identify and reach out to these families. Research backs up what years of classroom experience on the part of our founding team has shown about the profound benefits of arts-based programming in meeting the needs of students with learning differences.[5] We will include information in our outreach and marketing materials about all services and programming—arts-based and otherwise—that City Arts will provide to support students with learning differences and disabilities.
c. **English Language Learners:** The founding team of City Arts will make a concerted effort to connect with families where languages other than English are spoken at home. Our workshops and information sessions will all be held in English, Spanish and Mandarin, and all written materials will be translated. Co-founder Kate Quarfordt is fluent in English and Spanish, and we have prioritized hiring of a Mandarin-speaking founding staff member. We will work with outreach specialists at neighborhood settlement houses and leverage relationships we have already established with district parents to help us to reach out to families of English Language Learners with the goal of recruiting a student population that meets or exceeds CSD 1's 12.5% composition of 6th grade students who are ELLs.
d. **Students eligible for free and reduced price lunch:** Our community outreach will include distributing information to local shelters, food banks, houses of worship, and community centers to ensure that we adequately recruit families from diverse economic backgrounds with the goal of meeting or exceeding the district's percentage of those 6th graders eligible for FRPL, which is 77.5%.

Retention

a. **Those identified in the school's mission:** It is our belief that an academically challenging, artistically enriched community, coupled with a school culture that is inclusive, diverse, and rooted in the ever-shifting balance between freedom and structure, will enable scholars of all backgrounds and abilities to succeed at City Arts.
b. **Students with Disabilities:** In order to best assess and serve our students with disabilities we will implement a robust Response to Intervention (RTI) model to track student growth and target students in need of intervention quickly and effectively. Those identified as students with special needs prior to arriving at City Arts will receive their prescribed support with a constant push towards maximizing time with their general education peers and implementing research-driven arts integration strategies. Students identified as needing additional support in a small group setting will be accommodated appropriately.
c. **English Language Learners:** Capitalizing on our initial 6th graders' participation in a year-long theater course, our co-founder and theater teacher, Kate Quarfordt, is uniquely positioned to ensure the success of those who speak English as a

[4] Coleman, A., Negrón, F., & Lipper, K. (2011). Achieving Educational Excellence for All: A Guide to Diversity-Related Policy Strategies for School Districts. Alexandria, VA: National School Boards Association.
[5] Mason, C., Thormann, M. S., & Steedly, K. M. (2004). How Students with Disabilities Learn In and Through the Arts: An Investigation of Educator Perceptions. Washington DC: The Kennedy Center for Arts Education.

second language, as she holds an MA in Teaching English to Speakers of Other Languages (TESOL) and is fluent in Spanish. Students classified as ELLs or who struggle to excel in English-based Humanities classes will receive additional instructional time in a small group setting.

d. **Students who are eligible applicants for the free and reduced price lunch program:** Testing data from CSD 1 bears out a stark correlation between academic achievement and socio-economic status. Last year in CSD 1, only 20% of students eligible for FRPL passed the ELA state exam, while 66% of their peers who were not eligible for FRPL passed with 3's and 4's. City Arts endeavors to address this disparity by ensuring that our students' health, mental-health and family needs are met (see "Community Hub" in Key Design Elements, above) and we will partner with The Yellin Center to offer teachers professional development in neurobiological models for understanding the educational strengths and challenges of students living in poverty. Finally, following the lead of countless studies documenting the success of arts education in combatting drop-out rates among urban youth living in poverty,[6] we will leverage the arts to build a strong community of authentic student engagement and high achievement.

IV. Public Outreach and Community Support

a. ***Community outreach:*** To learn more about the interests and needs of families in CSD 1, City Arts founders have been meeting regularly with parents, community leaders, and staff members at neighborhood settlement houses to solicit feedback from stakeholders. Many of those we've spoken with have expressed frustration about the lack of arts programming in CSD 1 schools. Although some described schools' efforts to fill the void by outsourcing programming to local arts organizations, they have lamented an overall lack of integration of these classes into the regular school day. They have also pointed out that all of the existing arts schools in NYC have selective enrollment, effectively blocking access to most CSD 1 students. To explore this need further, we met with a number of community activists, service providers, politicians, and stakeholders. A selective summary of our interactions follows:

- Jamie Davidson has communicated frequently over the past two months with CSD 1 president Lisa Donlan and CSD 2 president Shino Tanikawa regarding community attitudes towards charters, options and possibilities re: space-sharing and the viability of cultivating formal partnerships between City Arts and interested district schools in CSD 1
- On May 21st, Jamie Davidson attended the Lower East Side Community Partnership meeting at the University Street Settlement
- On June 11th, Jamie Davidson presented at CEC 1 meeting
- On June 19th, Co-founders met with local parents to discuss concerns about arts education funding cuts
- On June 25th, Co-founders met with Mary Cooley, District Office Director in State Senator Daniel Squadron's office
- On June 25th, Co-founders met with Raana Kashi, director of education and outreach for Henry Street Settlement
- On June 27th, Jamie Davidson and Kate Quarfordt met with Flora Huang, Lower East Side Community Partnership Coordinator c/o University Street Settlement, to discuss their role in outreach and potential for formalized partnership
- On June 28th, Jamie Davidson and Geoffrey Kiorpes met with Alisa Brot, Educational Director of Home & Community Services New York Center for Child Development and member of University Street Settlement Community Partnership Committee

We are currently scheduling meetings with Assemblyman Sheldon Silver, Manhattan Borough President Gale Brewer, and District 2 councilwoman Rosie Mendez.

b. ***Parent outreach***

The founders of City Arts have conducted informal meetings with parents in CSD 1 and are regularly reviewing responses to an online survey we have created to gauge community interest in our school. Over 70% of parents have reported dissatisfaction with the current arts offerings in district schools. To date, 100% of parents we have surveyed have indicated they would enter their child's name in a lottery for an arts-based charter school. Last year in CSD 1 803 entered a charter school lottery; only 399 students got seats. While some parents we've spoken with have shared misgivings regarding the charter movement in general, their response to the non-selective, progressive nature of the City Arts curriculum has been overwhelmingly positive. Several have remarked that our desire to partner with existing district schools and organizations is refreshing and have committed to supporting our mission.

[6] Tough, P. (2014). Who Gets to Graduate? New York, NY. The New York Times.

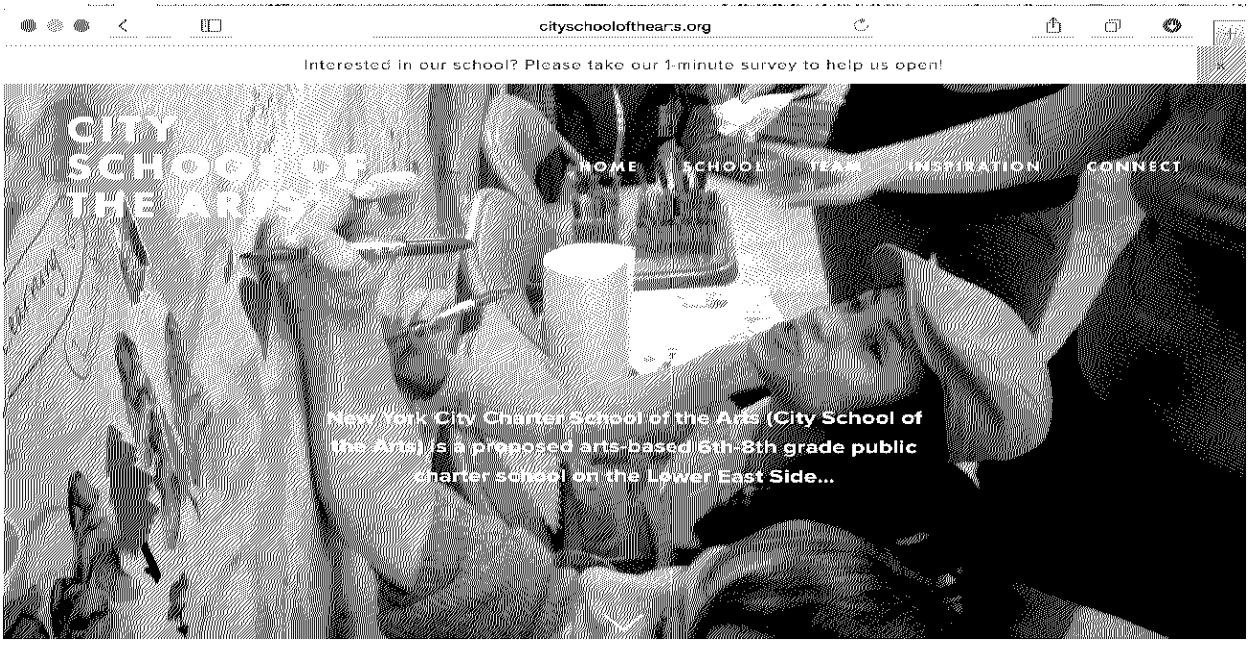
R03G- EVIDENCE OF OUTREACH

The evidence below is a representative—but not exhaustive—sampling of the outreach methods we have engaged in over the last year and a half to gather input and feedback from stakeholders in our community:

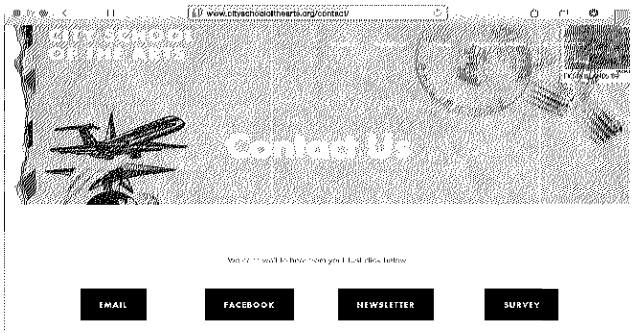
1. Website exemplars: homepage, methods for leaving feedback, sample feedback
2. Sample blog posts with examples of reader response (2)
3. Sample newsletters (550+ subscribers, open rate <50%) (2)
4. Facebook exemplars: homepage, post examples, sample enagement via comments and Facebook messenger, post diagnostics
5. Instagram: sample posts, list of key stakeholders in community that we are following/ who are following us
6. Online Petition: (While most comments were evidence of support only, several pushed our thinking re: messaging and are included as feedback here)
7. Flyers and Postcards Samples (6)
8. Listserv Posting Samples (3)
9. Sample Evidence of Attendance at Community Meetings, Neighborhood Arts and Cultural Events (5)
10. Sample Evidence of Emails Soliciting Feedback (2)
11. Sample Evidence of Hosting Creative Focus/Feedback Groups for Stakeholders including Families, Educators, Teens (6)
12. Emails from politicians, Community Leaders, Parents, and Educators

SOLICITING COMMUNITY FEEDBACK via www.cityschoolofthearts.org

In addition to the banner survey link on our homepage, there are multiple one-click methods for offering feedback on our website (two examples below):



Three ways to leave feedback on Contact Page (Email/ Facebook/ Survey)



Three ways to leave feedback on FAQ Page (Email/ Facebook/ Survey)



Examples of feedback solicited through Contact Page:

"My daughter would like to join your program. My daughter loves theater, dance, arts and acting. She has learning difficulties in school due to a learning disability, so naturally she gravitates to the arts. – YF, CSD 1 mother

"I think it would be great to devise some art, music and dance projects around classical texts and stage them with the kids. I've also been looking into combining art and science projects. Would love to discuss further!" –YC, CSD2 educator

CITY SCHOOL OF THE ARTS JOURNAL (BLOG)

EXAMPLE 1

Envisioning School in the Era of Ferguson

December 11, 2014

"To be honest, today feels like a hard day for dreaming." Renee puts her marker down and lets her painted cardboard leaf sit untouched on the table in front of her.



We're at Baruch Houses Community Center on the far East side of Manhattan--two City School of the Arts co-founders, a few of our former students, one of our board members, the president of Baruch's Tenant Association, about ten or fifteen parents and grandparents and a handful of middle schoolers. We're a diverse group. There's a bunch of white folks and a bunch of black folks, there's an American-born son of Chinese immigrants, a group of senior citizens from South and Central America, two teenaged girls from Guyana and a handful of wide-eyed African American middle schoolers.

The plan for tonight is straightforward. We're going to start with a creative activity: designing leaves for the City School of the Arts Family Tree with words and images that reflect people's dreams for our proposed school. Then we're going to talk about our mission and vision, and answer some questions. That's it. Simple.

The problem is that tonight no one can focus.

It's the day after the announcement of the no-indictment verdict in Ferguson. A few blocks away in Union Square protestors are already starting to gather. And there's a palpable energy of grief and outrage pulsing through the room.

Even though using art to help kids engage in hard conversations about identity and diversity is one of our school's core principles, this leaf project feels too flimsy to hold what's in the air right now. Most of us in this room don't know each other. Our ages range from seven to seventy. We come from different backgrounds and speak different mother tongues. So reluctantly I push ahead with the plan, try to keep our group focused on the leaf-making activity and resist getting into a big conversation about what's happening outside on the street.

But it doesn't feel right.

I look down at the painted leaf in my lap and listen to the strained, uncomfortable silence.

And then it hits me: we're not just creating leaves right now. We're collaborating on the vision for a school. And that vision *is* big enough to hold what's really happening in this room. In fact, if we have the collective courage to creatively engage with it, what's happening in the room is at the heart of why we want to create the school to begin with.

And that's how it was that our unlikely gathering of kids and grown-ups ended up spending the evening engaged in passionate but peaceful exchange about race and privilege; rage and power; what it's like to live in a country that doesn't always deliver on its promises; and what reasons we have to feel hopeful in the midst of tough times.

Eventually we got back to the leaves, and the school vision, and the question-and-answer session about City School of the Arts. But when we did, we were all one step closer to understanding the "why" behind the work we've committed to doing together. The leaf activity itself wasn't what sparked the shift. It was what the leaves symbolized--the intentionality of the larger creative act of building a school together--that made the conversation possible.

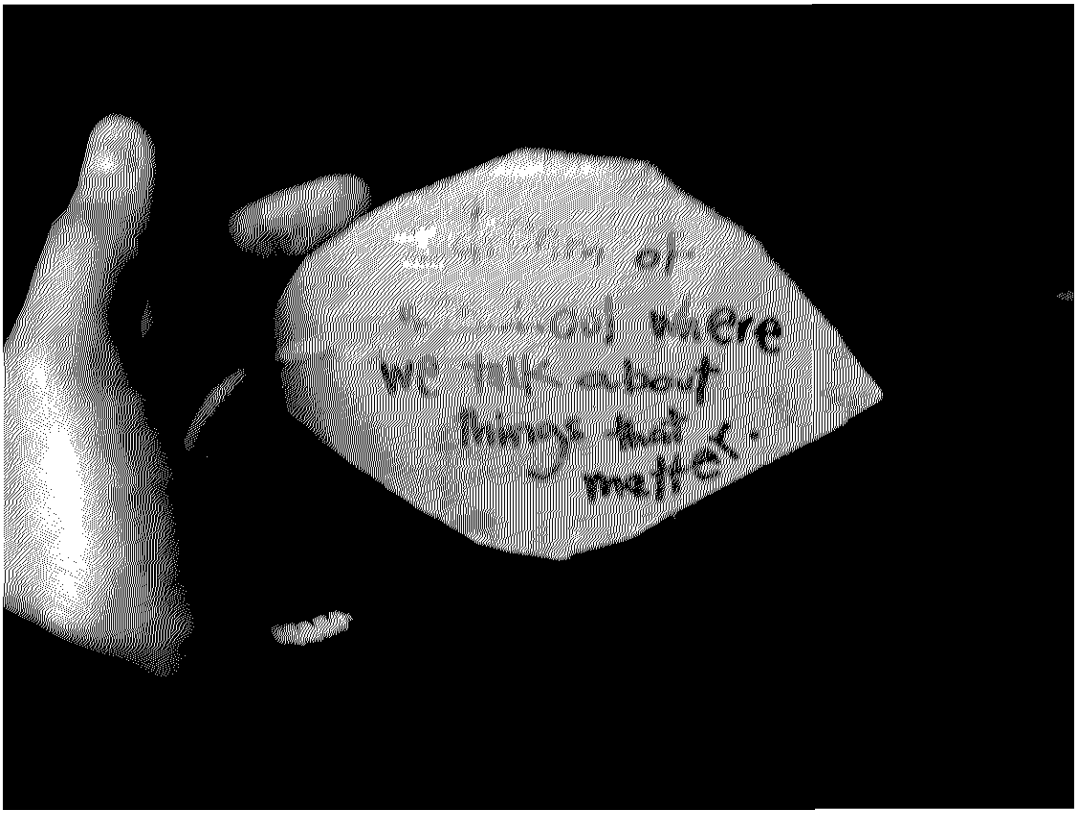
Later that night a few of my students and I stepped out of the meeting and found ourselves swirled up in the swarm of protestors headed towards the highway. We were startled by how young the marchers were, and how many people from different races and cultures had found themselves united in a common goal: to be seen, to be heard, to push back against social injustice, and ultimately to help create the world in which they want to live.

When I reached into my backpack to grab my phone so I could photograph the scene, I accidentally yanked the zipper too hard and spilled papers, markers and name tags onto the sidewalk. A leaf fell out too. I picked it up and read it.

And then instead of photographing the marchers, I decided to photograph the leaf.

It said, "I dream of a school where we talk about things that matter."

As far as I'm concerned, that's art worth making.



Sample reader response (via email):

Dawn Williams [redacted]

to me

Kate,
This brought me to tears.

I'm SO excited for you, for the city, for the kids.

Here's to many conversations.

Congratulations.
Dawn

CITY SCHOOL OF THE ARTS JOURNAL (BLOG)

EXAMPLE 2

Creative Rigor; Rigorous Creativity

January 15, 2015

When Dr. Damien Fernandez was named Head of School at Ethical Culture Fieldston School three years ago, he told The New York Times he wanted to strengthen their science and math programs "in a way that enhances creativity and problem solving." Dr. Fernandez was not responding to a vague premonition of Common Core, nor was he pitting Fieldston's rich progressive history against Dewey's description of "Traditional Pedagogy:" memorization of facts and formulas, teacher-established rules and regulations, drill, practice, and recitations. He was saying what we all know: kids are by nature curious and creative, so their beliefs and interests must be honored. "I don't buy this whole notion of two cultures, of an artistic and scientific culture, and the two shall never meet," he said. "I believe the creative spirit is critical for posing questions, for the leeway to explore, and I think that the creative spirit is necessary for today's world, for the creative economies of the 21st century."

This is a sentiment that City School of the Arts whole-heartedly embraces. Just last month, Thomas Sosa, one of our former students who is now a junior at RIT, commented, "What I learned doing musical theater in high school feeds directly into my college classes in programming. The idea of creating something out of nothing and developing the precise language that allows you to share that idea with others--that's creativity in a nutshell. What I'm finding is that programming is not just about mindlessly crunching code... It's an aesthetic process. What you're really doing is making art." As if this comment needed punctuation, Thomas then passed around his business card. It read: "Thomas Sosa - Student, Engineer, Dancer."

Taking our cues from thought-partners like Dr. Fernandez at Fieldston and alumni like Thomas who insist on the power of creativity to strengthen teaching and learning in all disciplines is mission critical for us, particularly at a time when conversations in education can often present a sharp divide between learning that is progressive and learning that is rigorous. (To get a feel for some of the threads of this debate, click HERE, HERE and HERE.)



Spence Head of School Bodie Brizendine with City School of the Arts co-founder Jamie Davidson. We are thrilled to have Spence as a key thought-partner and collaborator.

While we understand the roots of this tension, our recent visits with inspiring leaders at schools as different from each other as New

Design High School, Spence, Great Oaks Charter School, Blue School, American Dream Charter School, Exeter and Fieldston have prompted us to recognize--and celebrate--a different, richer narrative. Despite the contrasts in these schools' models, the common thread that unites them is clear: joyful, student-centered, inquiry-driven, culturally inclusive learning is cultivated *as the key* to critical thinking, sophisticated analysis, and measurable mastery of skills and content. In short, progressive practice harnessed in service of rigor. In turn, the confidence that comes this mastery fuels student interest and ownership, thereby completing the circuit.

Interestingly, we've watched some of the most dramatic examples of this kind of learning play out at schools that don't even necessarily self-idenify as "progressive." Just this morning, one of our co-founders spent time observing classes at Exeter--(hardly considered a bastion of "touchy-feely progressivism" or "feel good" education). Students at Exeter learn math using the Harkness Model, a practice that requires very little direct instruction on the part of the teacher. Instead, students learn and teach with one another. Student-centered learning at its most pure, this approach predicates mathematical mastery on students' ability to develop a huge range of socio-emotional skills, including collaboration, compassion, communication, and patience. (And what do compassion and patience have to do with rigor? Clearly a lot... because this was NOT easy math.)

As we build our vision for City School of the Arts, we're grateful to be partnering with school leaders who define notions of progressivism and rigor precisely yet expansively, and execute them as mutually supportive elements of an integrated whole.

With their--and your--help, we're hoping to create a school culture that strikes a mutually supportive balance between structure and freedom, skill mastery and creative expression, clear social expectations and high levels of student autonomy.

Let's smash the myths that say that progressive practices have to sacrifice intellectual rigor, and that the pursuit of rigor has to come at the expense of joyful discovery. (Well, "smash" is a little extreme... Maybe we'll paint over them with a meticulously designed, gorgeously rendered mural?)

Sample reader response (via survey comment):

Anne Isaak NEW YORK, NY 6 months ago · Liked 0

I love the energy and ideas presented in this letter and the journal, the breadth of inquiry, openness to the real world. So relieved their are people who are working to make this educational vision happen. What every community needs!! Thank you!!

EMAIL NEWSLETTER – EXAMPLE 1

OVER 550 SUBSCRIBERS; 50+% AVERAGE OPEN-RATE

Like Tweet Pin +1 in



Greetings, Friends:

NEW YORK CITY CHARTER SCHOOL OF THE ARTS

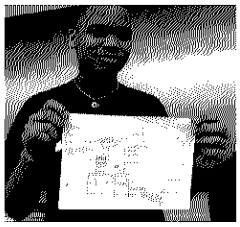
Welcome to City Arts' December newsletter!

As many of you know, we are a group of innovative educators with the dream of opening **a new progressive, diverse, arts-based 6th-12th grade school** in the fall of 2016 on the Lower East Side.

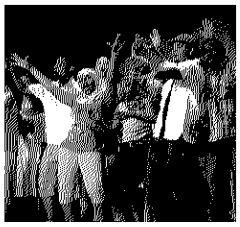
We're very excited this month to be announcing the launch of our beautiful brand new website.

Please come visit us at our new online home to learn more about our mission and vision, our community supporters and our shared hopes for City Arts... And feel free to pass along to friends who may be interested in our work. The site is still evolving so we welcome your thoughts and feedback.

Click HERE to check it out!



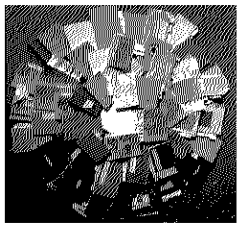
CREATIVITY + ACADEMICS



DIVERSITY + SOCIAL IMPACT



DEMOCRACY + STUDENT VOICE



MINDFULNESS + BALANCE

Art in the aftermath...

While it may have been an inspiring month for the City Arts team, public conversations on the local and national level have been pulsing with outrage, grief and polarized responses in the wake of verdicts in Missouri and New York over the last few weeks. In the context of this charged and challenging landscape, we've taken a sobering pause to deeply consider the "why" behind our work.

Journalist and film critic A. O. Scott recently published a column in the New York Times asking "Is Our Art Equal to the Challenges of Our Times?" Pondering the responsibility of artists to grapple meaningfully with the issues of our day, Scott presents the collected musings of an all-star panel of playwrights, actors, writers and other creatives who reflect on the role of artists at a moment when our collective consciousness is straining under the weight of racial tensions, economic disparity, and political strife.

Scott's question is a big one, and reading the article and the panelists' exchange of ideas left us wrestling with our own version of it:

What's the role of a progressive, diverse, arts-based school in a world pushed to the breaking point?

While it may have been an inspiring month for the City Arts team, public conversations on the local and national level have been pulsing with outrage, grief and polarized responses in the wake of verdicts in Missouri and New York over the last few weeks. In the context of this charged and challenging landscape, we've taken a sobering pause to deeply consider the "why" behind our work.

UPDATES: Art as Alchemy

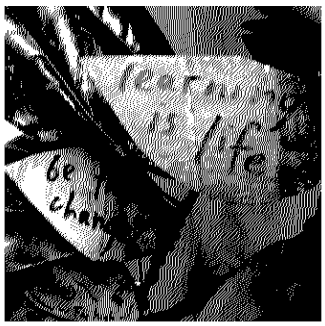


One answer to that difficult question emerged unexpectedly a couple of weeks ago as we met with Lower East Side students, families and community members at Baruch Houses Community Center. The plan was simple: to do a creative activity together and share our collective vision for City Arts.

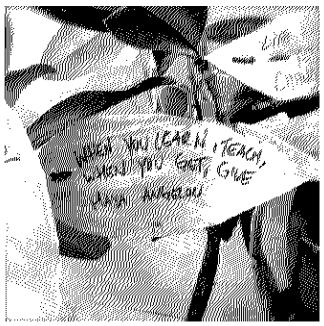
But what we couldn't have known when we planned the meeting is that it would fall on **the evening after the no-indictment verdict was handed down in Missouri,** precisely at the moment when protests in the city and across the nation were reaching a fever pitch.

The story of what happened that evening at our meeting as protestors swarmed the streets and took to the bridges is the subject of our very first City Arts Journal entry.

Click HERE to read.



LEARNING IS LIFE



WHEN YOU LEARN, TEACH; WHEN YOU GET, GIVE.



A SCHOOL BUILT ON LOVE



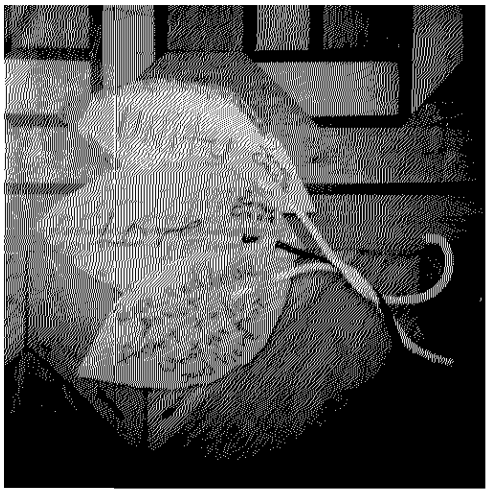
Although the experience of facilitating that meeting was a humbling one, it also left us hopeful. Because while City Arts may not be a "real" school yet--with a building and desks and a tree in the lobby--for a brief moment that night, our school came to life in a powerful way. While outside a crowd of marchers swelled past the building toward the FDR, inside a roomful of people aged seven to seventy--representing a huge range of languages, cultures and life experiences--sat together to bear witness to one another's experiences, with all of the vulnerability, discomfort and grace that came with the process.

We don't think so. That's why we are so excited to be partnering with Adam Falkner, City Arts board member and founder and director of Dialogue Arts Project, an organization that helps kids and grown-ups use creative writing to explore identity and difference. While many schools pay lip service to the need for multicultural education with single-day diversity trainings for kids and staff members, we're aiming for something radically different with our collaboration with DAP: an instructional model that integrates artistic modalities like writing and performance into the fabric of the curriculum to help students--and adults--learn how to **take creative risks, lean into discomfort, and communicate effectively across lines of social identity and difference.**

NEXT STEPS: Art as Action

A. O. Scott and the creative professionals he interviewed may not agree on the role of artists to help us through the challenges of our times, but at the end of the day, the "why" behind City Arts is not necessarily to see all of our graduates go on to become professional artists. The "why" is to use the arts to nurture a successful generation of young people who respond to the challenges of their world with creative thinking, courageous dialogue and compassionate action.

If you believe that this is a vision worth supporting, please join us.



Unity... Peace... Peace & Love... Do not forget what you just said here.

Here's how:

First, you can visit us online HERE. The evolving new site is a window into our vision, and a great way for you to share this work with your circles.

Second, you can connect with us in a number of ways through our contact page... including emailing us feedback or creating your own leaf for our growing family tree.

Speaking of receiving feedback, we would be so grateful if you would take our survey HERE. Your responses will help us demonstrate need and support for our school.

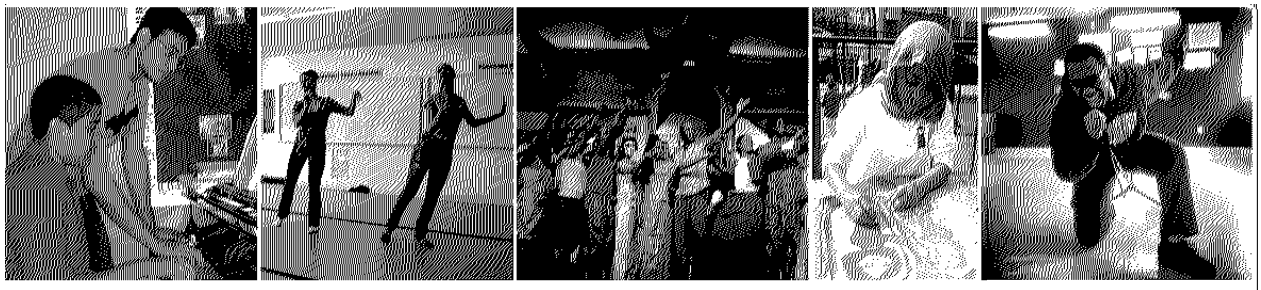
Finally, stay tuned for our next entry in City Arts Journal about the poetry and creative movement workshop we are hosting for young people at an LES community hub next Wednesday.

Happy Holidays from team City Arts... and here's to a peaceful, inspiring 2015.

Jamie, Geoffrey, Kate and the City Arts Team

The mission of New York City Charter School of the Arts is to inspire a joyful, diverse community of 6th - 12th grade students to create powerful art, engage in rigorous scholarship and lead with clear and compassionate vision.

EMAIL NEWSLETTER – EXAMPLE 2
OVER 550 SUBSCRIBERS; 50+% AVERAGE OPEN-RATE



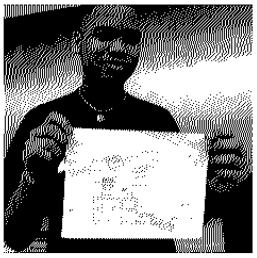
Greetings, Friends:

NEW YORK CITY CHARTER SCHOOL OF THE ARTS

Welcome to City School of the Arts' January newsletter!

As many of you know, our team of educators shares the dream of opening **a progressive, diverse, arts-based 6th-12th grade school** in the fall of 2016 on the Lower East Side.

You may have noticed that our nickname has changed to **City School of the Arts**. Our website has migrated to a new home, too: Come visit!



CREATIVITY + ACADEMICS



DIVERSITY + SOCIAL IMPACT



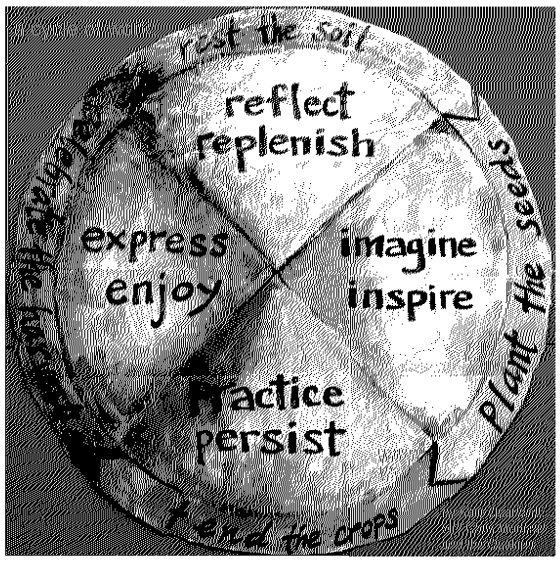
DEMOCRACY + STUDENT VOICE



MINDFULNESS + BALANCE

Pausing on the cusp of 2015 to reflect...

At City School of the Arts we draw creative inspiration from the rhythms of the natural world. Every lesson, project, and unit follows a predictable flow from a **spring** phase of getting inspired, to a **summer** phase of hard work, followed by a **fall** phase of sharing the fruits of our labors and ending with a **winter** phase of reflection so that the cycle can begin again.



A cyclical, seasonal approach to creative work

We were so grateful once again to participate in our winter tradition of gathering with our former students--many of whom are members of the City School of the Arts founding team--to pause at the end of the year, reflect on where we've been together and look ahead to where we're going.


Co-founders


Reflect & Celebrate


Cookies = Love

UPDATES: Creating community connections

Our team has been busy since our last newsletter! We've joined the New York City Charter Center's selective 2015 Apply Right cohort, established a web and social media presence, met with tons of educators and families, designed a balanced budget that reflects our priorities, and developed a vision for student-run clubs that will inspire our kids to take even more creative ownership of their school experience.

But our most exciting announcement is that we've formed new partnerships with two great LES-based organizations that share our dedication to the integration of creativity and rigor. (More on striking that balance below.)



The cast and their mentor, artist & activist Ricardo Gamboa

In December we connected with Abrons Arts Center, the performing and visual arts program of Henry Street Settlement. After seeing the provocative work of the talented teens of their Urban Youth Theater Ensemble in the original piece "Us, In-Between," we can't wait to jump into this collaboration and create more student-driven work with the folks at Abrons.

We're also grateful to be working with LES Ecology Center, which offers free public compost collection and education, electronic waste recycling, stewardship of public open space, and environmental education. We'll be collaborating with their team on a curriculum that builds on our school's camp component to harness the power of innovative, youth-led learning to help kids make a positive sustainable impact on the world around them.



INSPIRATIONS: Creating rigor through rigorous creativity

What City School of the Arts shares with both Abrons and LES Ecology Center--as well as with the many others CBO's and schools we're lucky to have relationships with--is a vision of education that doesn't subscribe to an either/or relationship between joyful, inquiry-fueled work and measurable academic outcomes.

In the last several years the education blogosphere has been lit up by conversations about the clash between progressive values and the notion of "rigor," with educators we respect and admire coming down on both sides of a passionate debate: one side lamenting that success on creative, student-driven projects doesn't always equal measurable high-level academic learning, and the other side concerned that a preoccupation with "rigor" is responsible for a dearth of joy in the classroom.

But as we visit high-performing district, charter and independent schools throughout the country we're finding that the most profound, challenging, and yes--rigorous--learning outcomes are happening in classrooms that are bursting with the joy of discovery and the vibrancy of experiential learning. Click HERE to read more in the City School of the Arts Journal.

NEXT STEPS: Creating our shared vision

The most important thing you can do to help us make City School of the Arts a reality is to SIGN OUR PETITION and ask your friends to sign it too. It's a quick (1-minute) way to help us communicate how much support there is behind this vision. We're so grateful to you for standing with us!

And if you haven't already, please check out our website and find us (and LIKE us) on Facebook to stay in the loop with our progress.

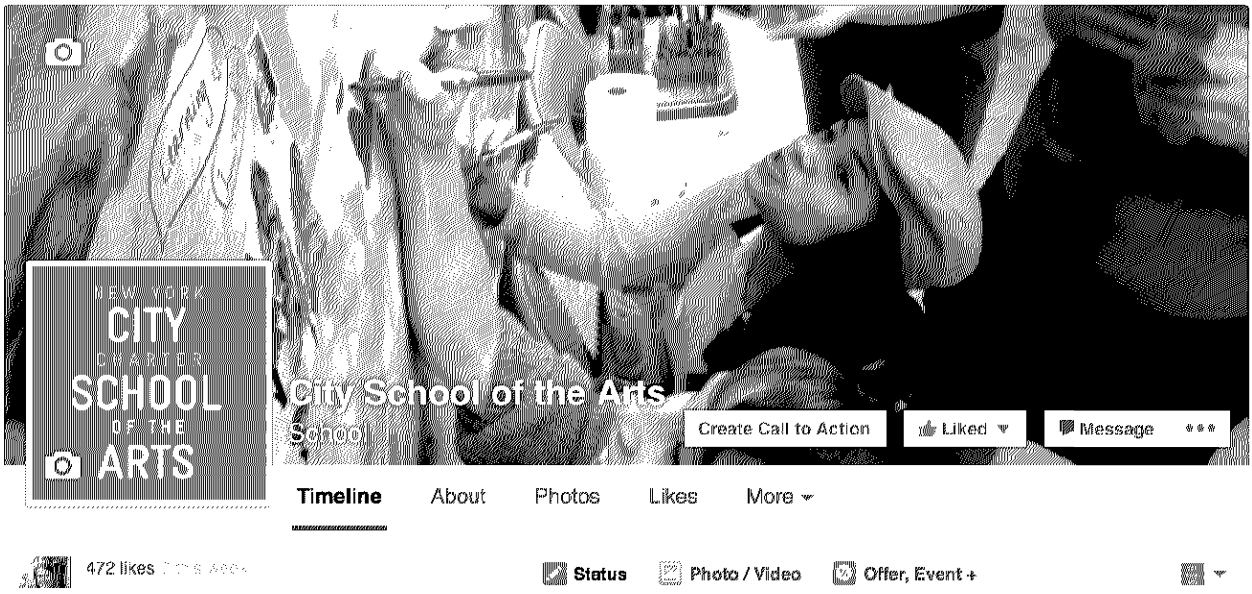
Onwards!

Jamie, Geoffrey, Kate and the City School of the Arts Team

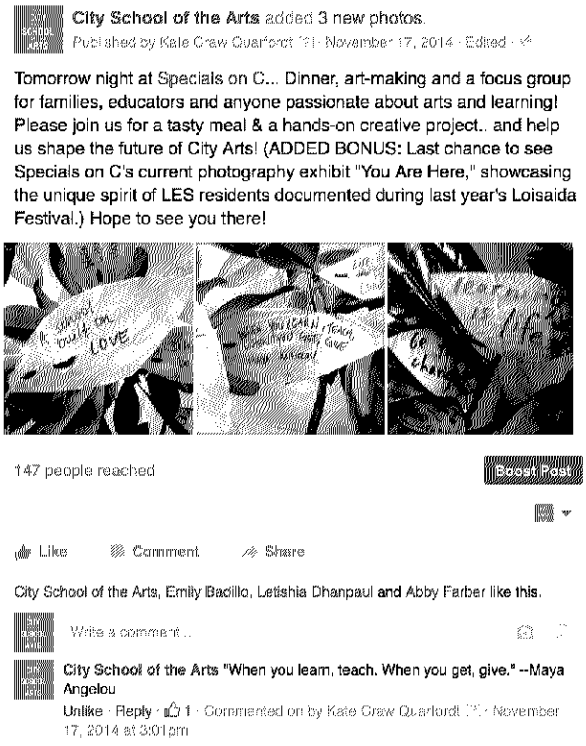
P.S. Our poetry workshop for teens was postponed until late January... Stay tuned for a post about the event in the coming weeks!

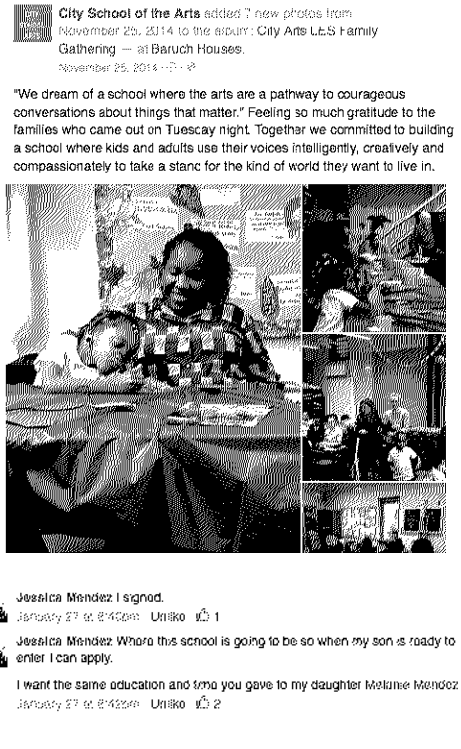
CITY SCHOOL OF THE ARTS: SOCIAL MEDIA

ENGAGEMENT WITH COMMUNITY VIA FACEBOOK & INSTAGRAM



We use Facebook to invite families and community members to come to focus group events where they can share ideas, questions and feedback to shape the future of our school. Families engage with us via comments and FB messenger.





Example of a Recent Facebook Post on "Mamis Unite," a Facebook Forum that engages 3,000+ NYC Moms



Kate Craw Quarfordt
July 21 at 6:47am · Edited

Morning, everyone! Kate, here... I'm mama to 3 little ones, an arts educator and--as some of you know--working on a proposal to open an arts-based middle school on the Lower East Side in fall of 2016. (I've been making art with kids for almost two decades and know that learning through creativity can be a lifeline/game-changer for ALL kids, especially those who struggle in traditional school settings.)

Anyway, the approval process has been long, but we've had some good developments recently and I wanted to share some updates! Here's the lowdown:

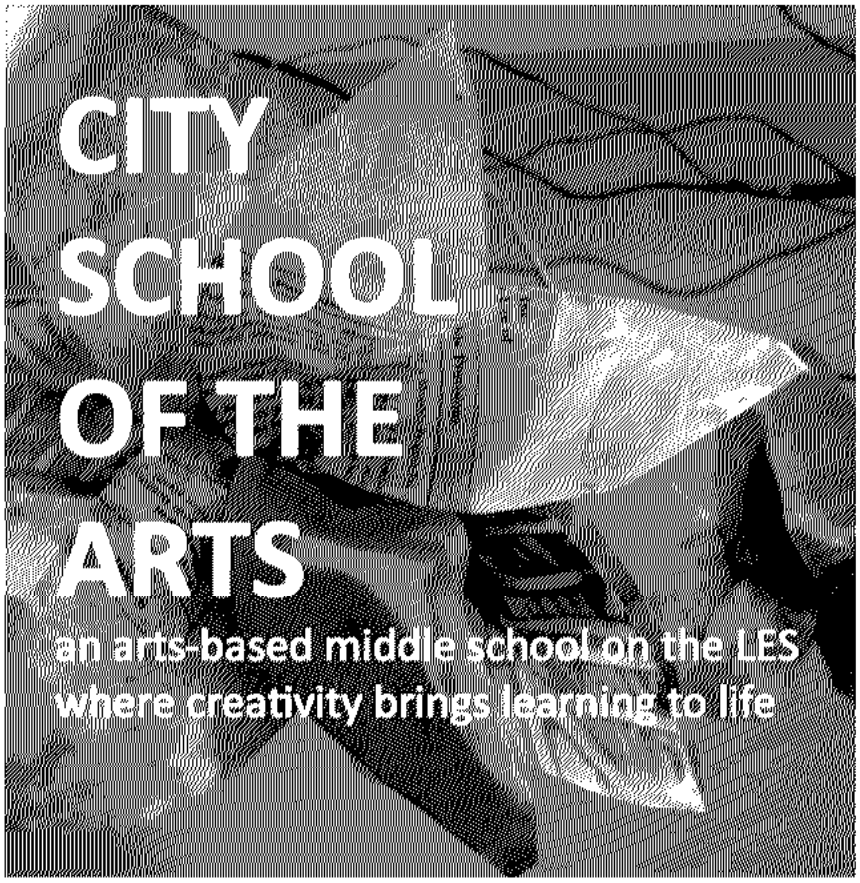
If it gets approved, New York City Charter School of the Arts—or City School of the Arts www.cityschoolofthearts.org—would be a free, public, non-selective 6th-8th grade school (with no audition or entrance exam) open to students from all boroughs, with admission priority to students from the neighborhood. The school's focus is to use the arts as a pathway to exceptional academic learning for all students, including English Language Learners and students with special needs. We intend to lease a private (non co-located) space on the Lower East Side... After many months of searching we've found a space that is perfect for us, and they've just committed to leasing to us if our proposal goes through!

In addition to exceptional academics and training in music, theater, dance and visual art, the school will also offer a nature component, with kids spending up to 4 weeks a year doing hands-on creative and academic work at a wilderness camp just outside the city. We're committed to creating a staff and student body reflective of the diversity of New York City--the founding team has been invited to participate in the National Coalition of Diverse Charter Schools when the school opens. City School of the Arts is being designed collaboratively with parents and educators in the community and welcomes feedback from all.

(post, continued)

I would be soooo grateful if you'd take our one-minute INTEREST SURVEY--
https://www.surveymonkey.com/r/...
--and pass it along to other families who may be interested. (Survey responses aren't binding, they just help show interest and gather feedback.)

You can learn more at www.cityschoolofthearts.org or connect directly with me here on FB (I'm bilingual English/Spanish)... Bursting with gratitude to those of you here who have already reached out with support. Thanks for helping to spread the word and bring this very special vision to life.



26 Likes 13 Comments

Engagement re: Post with Forum Members

Eloiza Jorge, Raquel Rosario, Lydia Ortiz and 23 others like this.



Andrea Markus This is wonderful! I wish you the best of luck. This would be great for district 3 too.
July 21 at 7:31am · Unlike · 2



Kate Craw Quarfordt Thanks, Andrea! Kids would be able to apply from all boroughs, although depending where you're coming from I know the commute can be tricky
July 21 at 7:33am · Edited · Like · 1



Andrea Markus The survey link didn't work for me.
July 21 at 7:33am · Like



Kate Craw Quarfordt Oh no, will fix it!
July 21 at 7:34am · Like · 1



Kate Craw Quarfordt Should be all set now, sorry about that!
July 21 at 7:35am · Like · 2



Aimee Zeoweh Tarr Following and filling out the survey.
July 21 at 8:12am · Unlike · 1



Aimee Zeoweh Tarr Where can I find more information about the school?
July 21 at 8:22am · Unlike · 1



Kate Craw Quarfordt Here's our website, Aimee www.cityschoolofthearts.org ... and feel free to message me if you have questions! Would love to connect

> Home
>
> New York City Charter School of the Arts (City School of the Arts) is a proposed arts-based 6th-8th grade public charter school on the Lower East Side...
>
> CITYSCHOOLOFTHEARTS.ORG

July 21 at 8:24am · Like · Remove Preview



Carrie Cohen Are they hiring?
July 21 at 9:35am · Unlike · 1



Caralyn Spector So incredible, Kate. We don't live in the city right now, but maybe we'll be back by the time my kids are in middle school.
July 21 at 9:47am · Unlike · 1



Kate Craw Quarfordt Not formally hiring yet, no... But feel free to message me here if you're interested. We are always on the lookout for future collaborators!
July 21 at 9:58am · Like



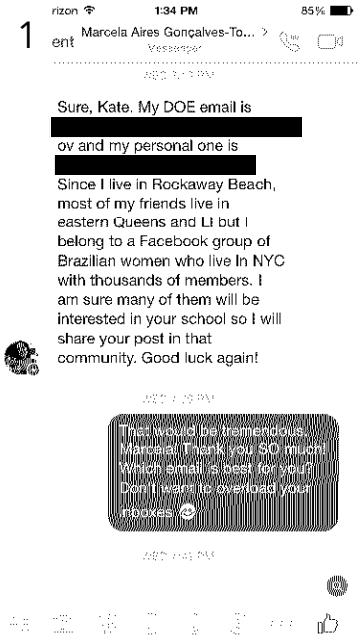
Kate Craw Quarfordt Caralyn, that would be amazing!
July 21 at 10:05am · Like

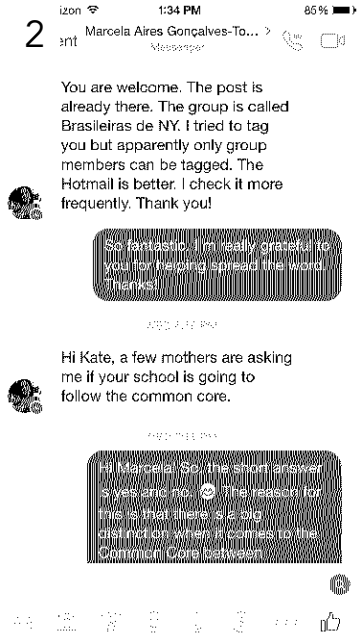


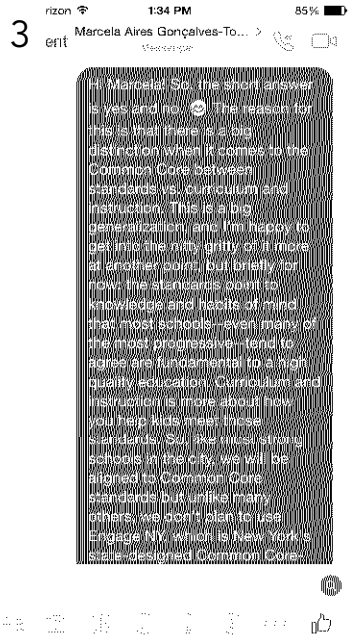
Aimee Zeoweh Tarr Just sent you a DM Kate.
July 21 at 3:34pm · Like

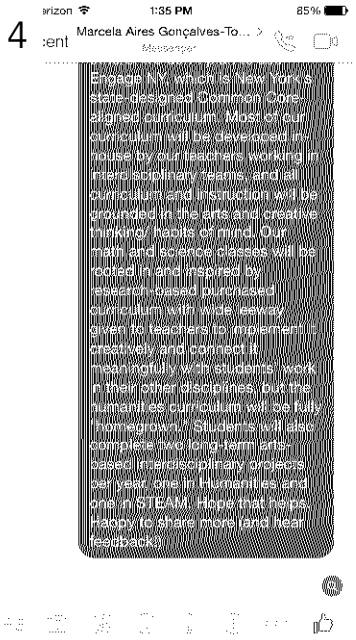
ENGAGING VIA FACEBOOK MESSENGER

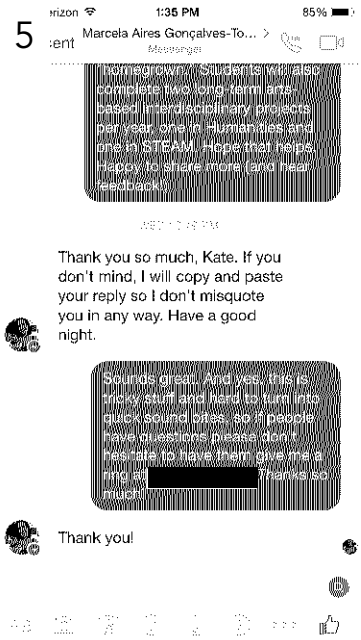
EXCHANGE WITH COMMUNITY MEMBER VIA FB MESSENGER – SAMPLE 1





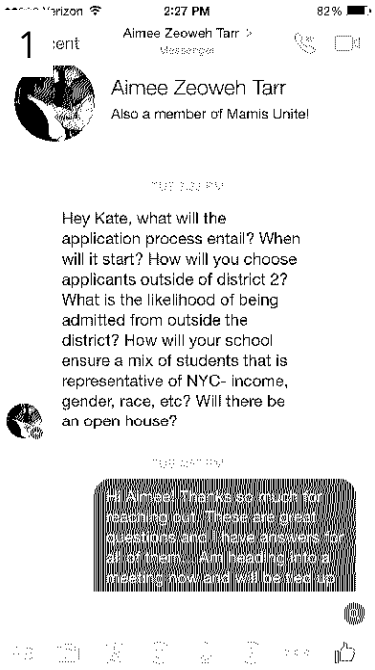


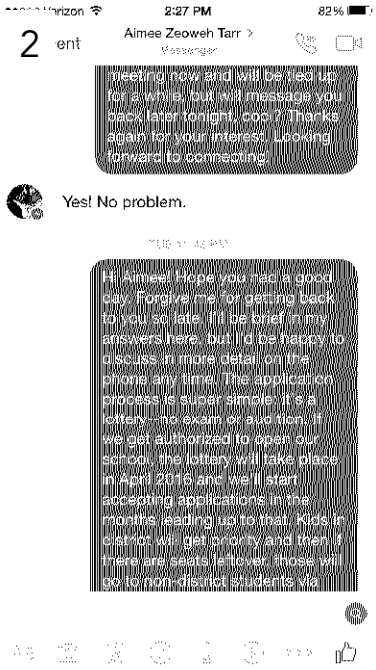


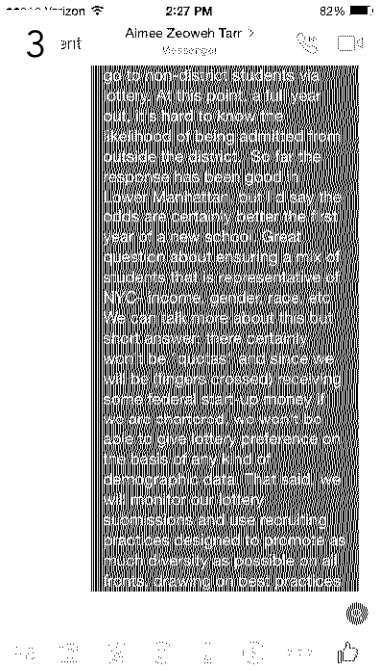


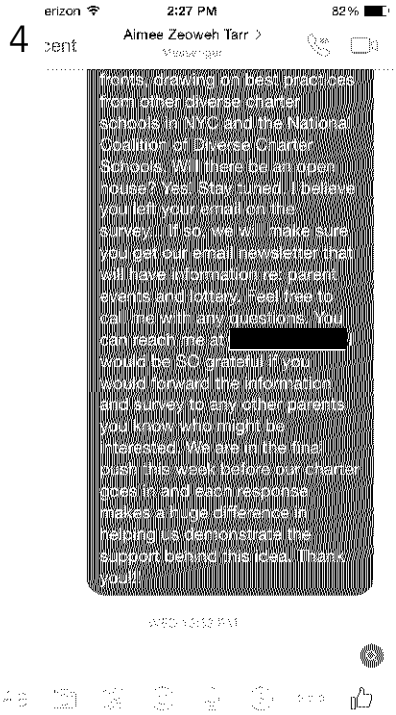
ENGAGING VIA FACEBOOK MESSENGER

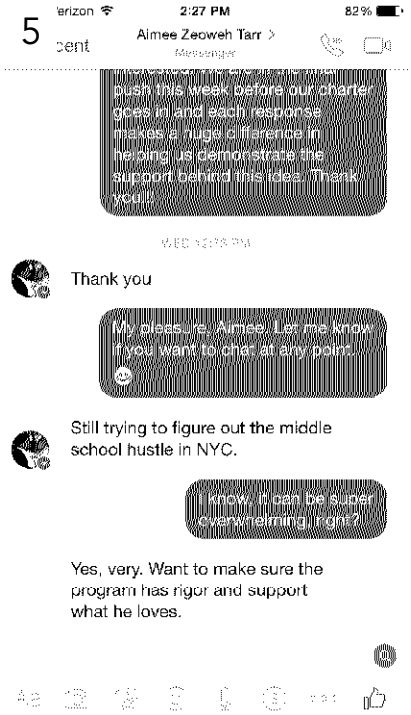
EXCHANGE WITH COMMUNITY MEMBER VIA FB MESSENGER – SAMPLE 2





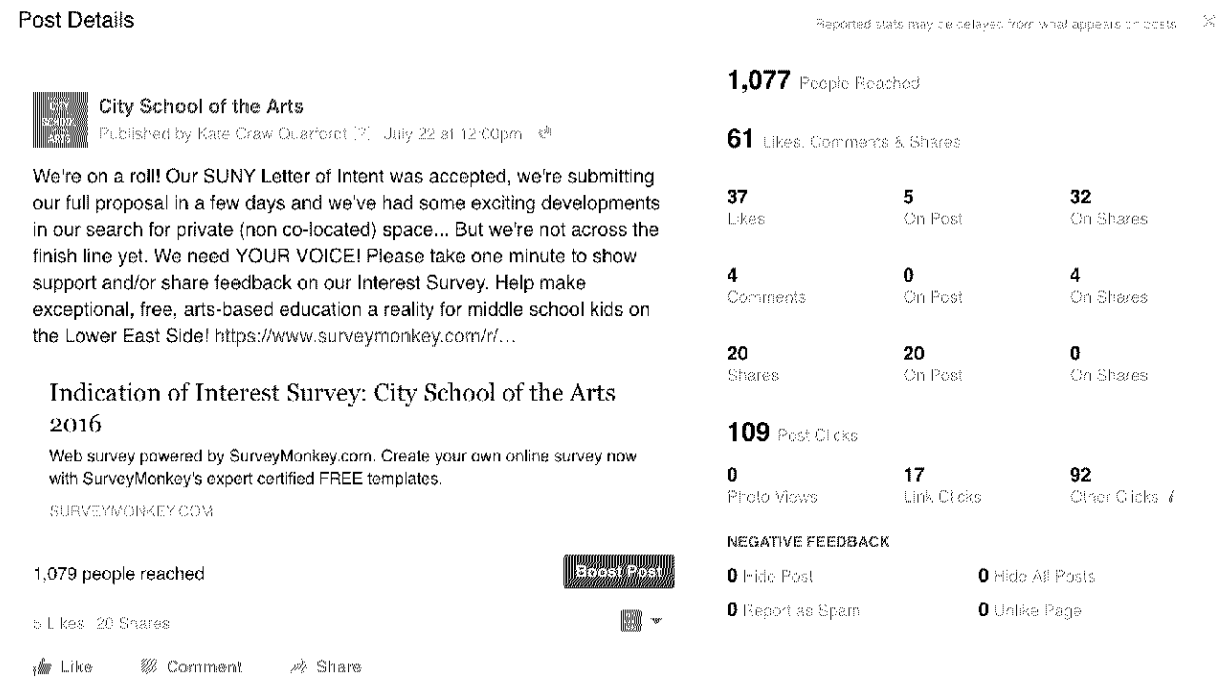






SAMPLE FACEBOOK POST WITH DIAGNOSTICS

1,077 people reached, 20 shares, several on forums reaching thousands of NYC families…



Post Details

Reported stats may be delayed from what appears on posts

City School of the Arts
Published by Kate Craw Quarfordt [redacted] · July 22 at 12:00pm

We're on a roll! Our SUNY Letter of Intent was accepted, we're submitting our full proposal in a few days and we've had some exciting developments in our search for private (non co-located) space... But we're not across the finish line yet. We need YOUR VOICE! Please take one minute to show support and/or share feedback on our Interest Survey. Help make exceptional, free, arts-based education a reality for middle school kids on the Lower East Side! https://www.surveymonkey.com/r/…

Indication of Interest Survey: City School of the Arts 2016

Web survey powered by SurveyMonkey.com. Create your own online survey now with SurveyMonkey's expert certified FREE templates.

SURVEYMONKEY.COM

1,079 people reached — Boost Post

5 Likes 20 Shares

Like · Comment · Share

1,077 People Reached

61 Likes, Comments & Shares

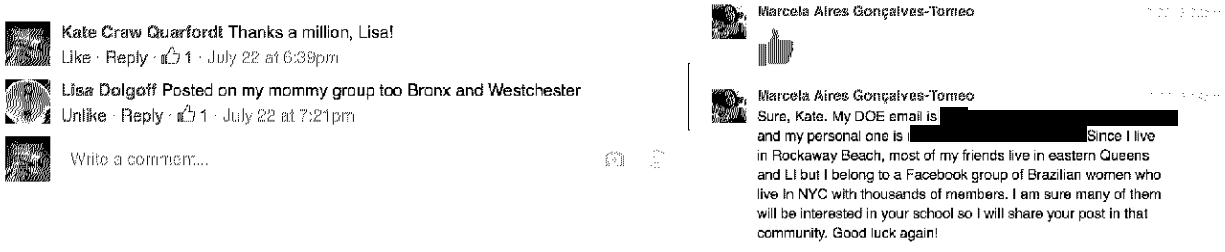
37 Likes	**5** On Post	**32** On Shares
4 Comments	**0** On Post	**4** On Shares
20 Shares	**20** On Post	**0** On Shares

109 Post Clicks

0 Photo Views	**17** Link Clicks	**92** Other Clicks

NEGATIVE FEEDBACK

0 Hide Post · **0** Hide All Posts
0 Report as Spam · **0** Unlike Page



Kate Craw Quarfordt Thanks a million, Lisa!
Like · Reply · 1 · July 22 at 6:39pm

Lisa Dolgoff Posted on my mommy group too Bronx and Westchester
Unlike · Reply · 1 · July 22 at 7:21pm

Write a comment...

Marcela Aires Gonçalves-Tomeo

Marcela Aires Gonçalves-Tomeo
Sure, Kate. My DOE email is [redacted] and my personal one is [redacted] Since I live in Rockaway Beach, most of my friends live in eastern Queens and LI but I belong to a Facebook group of Brazilian women who live in NYC with thousands of members. I am sure many of them will be interested in your school so I will share your post in that community. Good luck again!

INSTAGRAM helps us connect with local arts organizations, artists, educators and families who visit our website, take our survey and attend our events



Examples of key stakeholders, especially from the Lower East Side, that we follow and/or who follow us:

- Neighborhood Music School
- World of Street Art
- Loisaida Center
- Bowery Poetry
- Robert Stevens (artist/blogger)
- Dan Tainow (LES Ecology Center)
- Third Street Music School
- The Metropolitan Museum of Art
- The Art Students League of NY
- Rosie Mendez
- Public Art Fund
- Lower East Side Coalition
- University Settlement
- Henry Street Settlement
- Lower East Side Film Festival
- The Bowery House
- La Mama Etc
- 14th Street Y
- The Tenement Museum
- Manny Cantor Center
- Abrons Arts Center
- Lower East Side Girls Club
- Downtown Alliance

ONLINE PETITION

Our petition serves more to document support than to gather feedback per se, but certain comments shared by signers like those below have pushed our thinking about messaging and are included here as examples of feedback. (Comments of support from our petition can be found in R15e Evidence of Demand).



DANIEL B CARLTON BROOKLYN, NY 6 months ago · Liked 0

The charter movement holds promise, and is not going away. Our best hope for ensuring it delivers on that promise is to support teams and visions like this.

Thomas Sosa BRONX, NY 6 months ago · Liked 0

Our future scientists will be artists as well.

ray sysko NEW YORK, NY 6 months ago · Liked 0

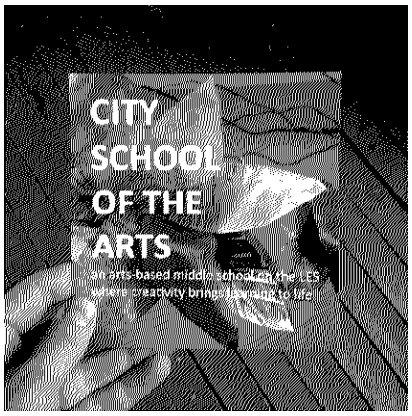
Arts education develops skills in a way that common core subjects just cannot. Improved motor skills, language development, decision making, visual learning, inventiveness, cultural awareness and improved academic performance among them. Students with arts education are more likely to read for pleasure, be recognized for academic achievement, participate in science and math fairs and perform community service. Students who have high levels of art learning experience earn higher grades and score better on standardized tests.

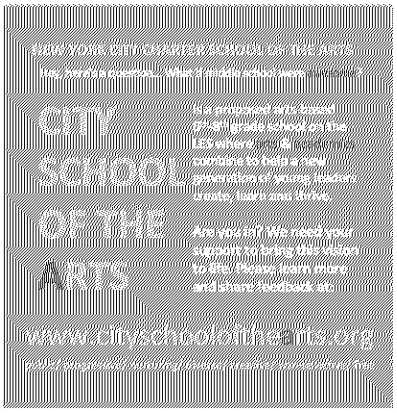
EXAMPLES OF FLYERS AND POSTCARDS

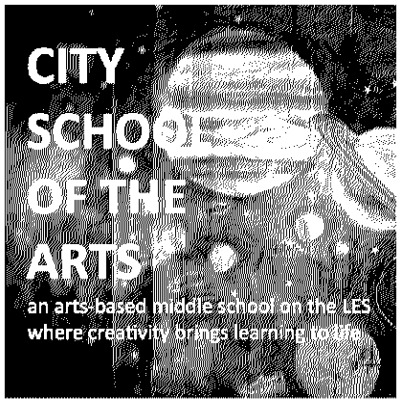
FLYER ADVERTISING PLANNING MEETING FOR PARENTS (ENGLISH)



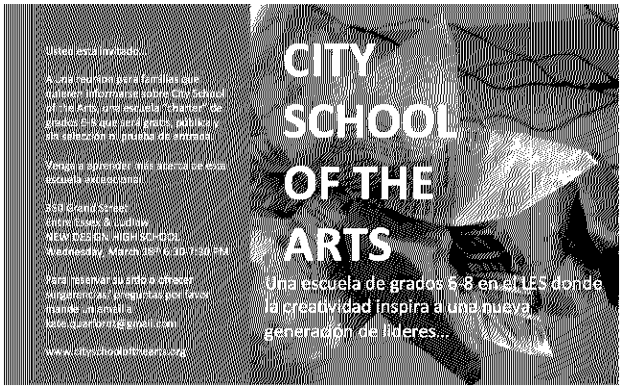
FRONT/ BACK/ ALTERNATE FOR OUTREACH POSTCARD (ENGLISH)



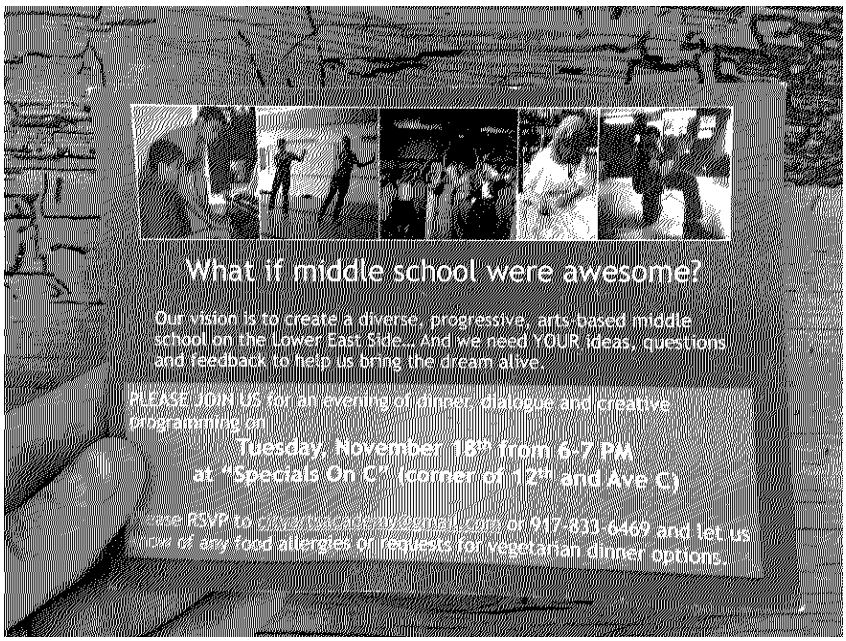




FLYER FOR TOWN HALL (SPANISH VERSION)



MORE POSTCARDS AND FLYERS





CITY SCHOOL OF THE ARTS

The mission of New York City Charter School of the Arts (City School of the Arts) is to inspire a diverse community of young people to engage with the arts as a pathway to rich and rigorous academic scholarship and a creative, purposeful life.

Visit us at www.cityschoolofthearts.org to learn more about our proposed 6th-8th grade school, offer ideas and feedback, and find out how you can get involved!

LISTSERV POSTING – sample 1

LES PARENTS – Direct email blast. This post generated 7 new survey responses, 6 direct emails and 4 attendees (new families) at our Town Hall on 3/18/15

Dear **LES**/EV **Parents**,
Making its way through the charter process is a new middle school-- it might be something for you and your children!

Hi there LES Parents with soon-to-be-middle-schoolers:

Please help spread the word that a group of innovative educators—including Kate Quarfordt, a mom of three with over a decade of experience doing awesome creative work with young people in NYC—is proposing to open a new diverse, progressive, arts-based middle school in the neighborhood.

If it gets approved, New York City Charter School of the Arts—**or City School of the Arts**—will open in 2016, starting with 6th grade and eventually going through 8th (with plans to extend through high school in the future). The school will be public, non-selective and free, and will use the arts as a pathway to rich academic learning and creative student leadership. (More info below and at their website: www.thecityschoolofthearts.org)

In order to get approval to open, the school's founding team is gathering responses from neighborhood families who would be interested in potentially enrolling their students. Responses are non-binding for families, but they are SUPER important for communicating support for this incredible school--especially those from families with current 4th graders, although all are welcome to respond. The minute you spend will make a huge, measurable difference...
THANK YOU! [redacted]

New York City Charter School of the Arts (City School of the Arts) is a proposed arts-based 6th-8th grade public charter school on the Lower East Side where creative education prepares tomorrow's innovators to learn, lead and thrive.

At City School of the Arts:

- Arts and academics combine to help kids bring their own learning to life--not just in middle school, but also in high school, college, and the world beyond the classroom
- A diverse community of young leaders uses creativity and the arts to engage across difference and make a positive social impact
- Learners develop a joyful, wonder-infused connection to the natural world through extended wilderness retreats outside of the city
- Students, teachers and families feel empowered to participate in the school's democratic culture of shared leadership
- Mindfulness, yoga, dance and other health & wellness practices ensure that kids stay healthy and balanced
- Shared work with other local schools—public, private and charter—fosters a culture of support and collaboration for teachers and learners
- Partnerships with Juilliard and collaborations with LES arts organizations offer exceptional access to the city's rich artistic offerings

Thank you for helping this vision come to fruition! Once again, the 1-minute survey can be found here: https://www.surveymonkey.com/s/CVVLCSP

If you have any questions you can email Kate Quarfordt, one of the school's co-founders, at [redacted] You can also check out the school's website to learn more about their mission and vision: www.cityschoolofthearts.org. Thank you!

ARE YOU NEW TO THE FORUM? HAVE YOU "SIGNED IN" There are a LOT of new **parents** to our forum. Welcome!

Best,
Kira

LISTSERV POSTING – sample 2

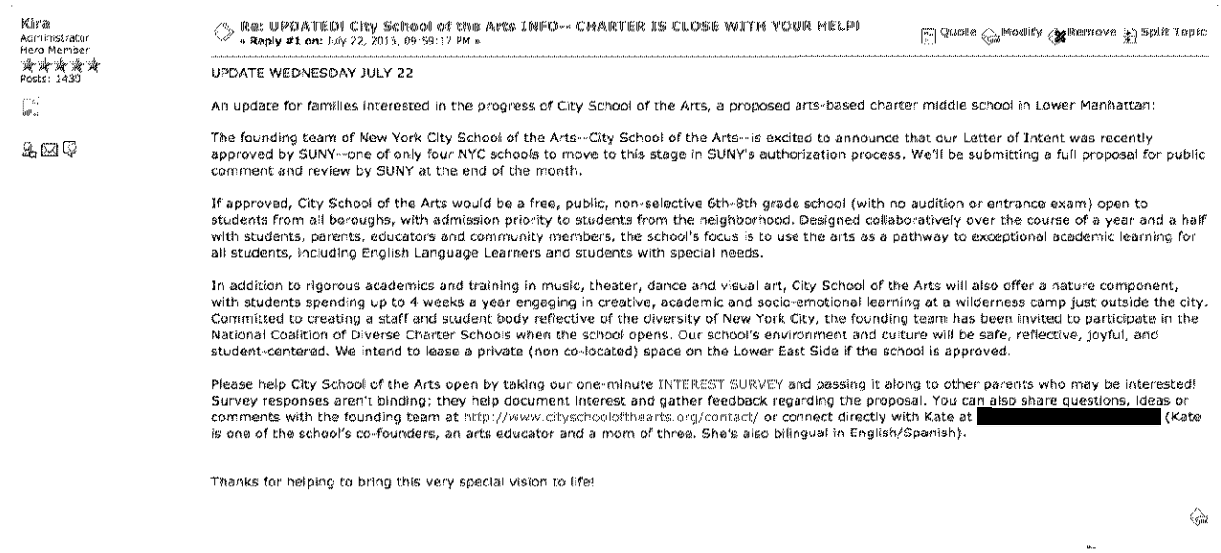
LES PARENTS – Community Posting

If our charter is approved, Kira Wizner, the listserv's moderator, has agrees to blast directly to parents to share the news and officially kick off our recruitment process for the 2016 lottery.



Guests are viewing this board.

	Started by	Replies	Views	Last Post
UPDATED! City School of the Arts INFO-- CHARTER IS CLOSE WITH YOUR HELP!	Kira	1	21	July 22, 2015, 09:59:17 PM by Kira
Restaurants that can Accommodate a Stroller	Adam	7	59	July 18, 2015, 06:42:29 PM by Adam
week-to-week CSA share in LES NEW	Karjean	2	30	July 16, 2015, 06:21:51 PM by Karjean
mobile health app testing (parents needed)	ella	0	11	July 14, 2015, 11:21:24 PM by ella



Kira
Administrator
Hero Member
Posts: 1430

Re: UPDATED! City School of the Arts INFO-- CHARTER IS CLOSE WITH YOUR HELP!
« **Reply #1 on:** July 22, 2015, 09:59:17 PM »

Quote Modify Remove Split Topic

UPDATE WEDNESDAY JULY 22

An update for families interested in the progress of City School of the Arts, a proposed arts-based charter middle school in Lower Manhattan:

The founding team of New York City School of the Arts--City School of the Arts--is excited to announce that our Letter of Intent was recently approved by SUNY--one of only four NYC schools to move to this stage in SUNY's authorization process. We'll be submitting a full proposal for public comment and review by SUNY at the end of the month.

If approved, City School of the Arts would be a free, public, non-selective 6th-8th grade school (with no audition or entrance exam) open to students from all boroughs, with admission priority to students from the neighborhood. Designed collaboratively over the course of a year and a half with students, parents, educators and community members, the school's focus is to use the arts as a pathway to exceptional academic learning for all students, including English Language Learners and students with special needs.

In addition to rigorous academics and training in music, theater, dance and visual art, City School of the Arts will also offer a nature component, with students spending up to 4 weeks a year engaging in creative, academic and socio-emotional learning at a wilderness camp just outside the city. Committed to creating a staff and student body reflective of the diversity of New York City, the founding team has been invited to participate in the National Coalition of Diverse Charter Schools when the school opens. Our school's environment and culture will be safe, reflective, joyful, and student-centered. We intend to lease a private (non co-located) space on the Lower East Side if the school is approved.

Please help City School of the Arts open by taking our one-minute INTEREST SURVEY and passing it along to other parents who may be interested! Survey responses aren't binding; they help document interest and gather feedback regarding the proposal. You can also share questions, ideas or comments with the founding team at http://www.cityschoolofthearts.org/contact/ or connect directly with Kate at [redacted] (Kate is one of the school's co-founders, an arts educator and a mom of three. She's also bilingual in English/Spanish).

Thanks for helping to bring this very special vision to life!

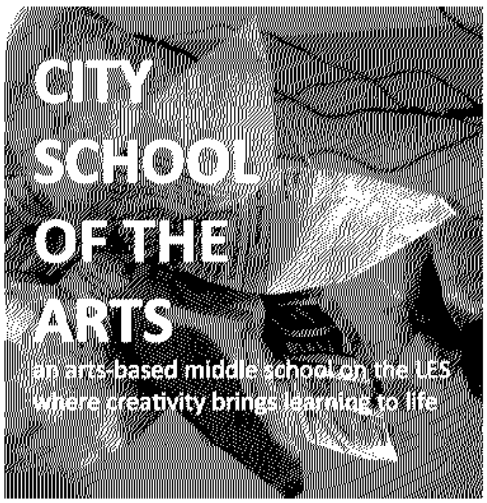
LISTSERV POSTING – sample 3

A Child Grows in Brooklyn, community posting

a child grows in brooklyn
the home for Brooklyn parents

BROOKLYN ARTS COUNCIL

MARKETPLACE



Help City School Of The Arts! It Only Takes 5 Minutes And It's Free!

[redacted] 2015

There are lots of great public schools out there, but we all know there aren't enough of them. Some of us even fantasize ab what our ideal school might be. What would it be like if I ran the zoo? Personally, my ideal school would be the cast of Frea

Please help spread the word:

A group of innovative educators with over a decade of experience doing exceptional creative work with young people in NYC is working to open a new diverse, progressive, arts-based middle school on the Lower East Side.

New York City Charter School of the Arts—or **City School of the Arts**—is proposed to open in 2016 on the Lower East Side, starting with 6th grade and eventually going through 8th (with plans to expand through high school in the future). The school will be public, non-selective and free, and will use the arts as a pathway to rich academic learning and creative student leadership.

At City School of the Arts:

- Arts and academics combine to help kids thrive–not just in middle school, but also in high school, college, and life beyond the classroom.
- Students, teachers and families feel empowered to participate in the school's democratic culture of shared leadership.
- A diverse community of young leaders uses creativity and the arts to engage across difference and make a positive social impact.
- Learners develop a joyful, wonder-infused connection to the natural world through extended wilderness retreats outside of the city.
- Mindfulness, yoga, dance and other health & wellness practices ensure that kids stay healthy and balanced.
- Shared work with other local schools—public, private and charter–fosters a culture of support and collaboration for teachers and learners.
- Partnerships with Juilliard and collaborations with LES arts organizations offer exceptional access to the city's rich artistic offerings.

In order to get approval to open, the school's founding team needs to gather responses from families of current elementary school kids who would be interested in having their children attend a school like City School of the Arts. The results of the survey are non-binding, but they play an important role in communicating family support for this exceptional school.

Please click HERE to take this one-minute survey and share widely with family and friends. If you have any questions you can email Kate, one of the school's co-founders, at [redacted]you can also check out the school's website to learn more about their mission and vision: www.cityschoolofthearts.org. Thank you!

ATTENDANCE AT LOWER EAST SIDE COMMUNITY PARTNERSHIP MEETINGS

IN THE LAST YEAR WE HAVE ATTENDED A TOTAL OF 5 MEETINGS OF THE LOWER EAST SIDE COMMUNITY PARTNERSHIP.

These meetings help us understand the issues facing LES families, help us keep LES stakeholders up to date with our progress and give us a chance to hear feedback on our model.

EVIDENCE OF ATTENDANCE: OUR FIRST LES CPP MEETING 11/17/14

LES CPP General Membership Meeting
273 Bowery
New York, NY 10002
July 17, 2014

In Attendance: Chris Fiorio (St. Nick's Alliance), Jillian Mova (Ryan-NENA Comm. Health Center), Jennifer Chang (Univ. Settlement-EHS), Xuan Tran-Walsh (NYSPCC), Kate Quarforth (City Arts Charter School), Cheryl Freeman (Community Rep), Deborah Scott-Gonzalez (Foster Parent, Visiting Host), Alisa Brot (NYCCD), Eva Wong (Univ. Settlement-HSC, Co-Chair), Sharon Lee (Univ. Settlement-Butterflies), Kaleenah Teoh (LESFU-PWDD), Mariko Sakita (RCSN), Megan DaPisa-Keita (RCSN), Javalin Sybliss (NYCHA Family Services), Summer Tsai (CPP Intern), Aubrey LeGrier (Comm. Rep. Liaison), Terry Wallace (Comm. Rep), Jean Louie (NYC Poison Control Center), Yu Lan Wu (Henry Street Settlement), Luis Nieves (LESFUO, Joyell Davis (Comm. Rep.), Angela Lam (Univ. Settlement-Healthy Families), Narcisa Loza (Chinatown YMCA-FSP), Ebenezer Ademuwagun (ACS-OCP), Latiefa Hook (LESFU), Queenie Mui (P.S. 1), Sarah Flatto (Manhattan FJC)

- Meeting minutes were approved and adopted.
- The majority of the meeting focuses on the a presentation from Sarah Flatto of the Manhattan

EVIDENCE OF ATTENDANCE: MOST RECENT MEETING 7/15/15

Lower East Side CPI
General Membership Meeting Sign-in
Location YAI (460 W 54th St) Date 7/15/15

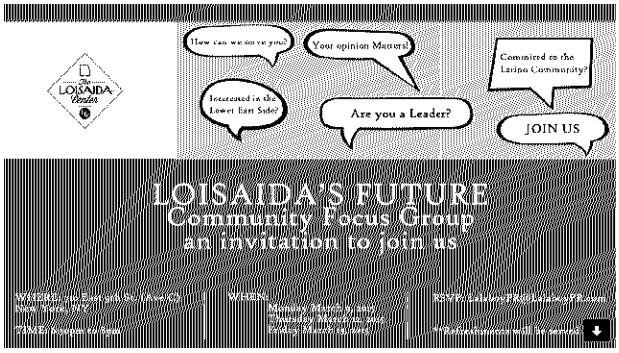
Name:	Organization:	E-mail:	Phone:
Gary Felder	LeaKe and Watts	[redacted]	
Angelica Orive	St. Nicks Alliance		
Aubrey LeGrier	LESCPP		
Summer Tsai	LESCPP		
Kate Quarforth	City School of the Arts		
Dorthea Nixon	Prospect Family Support Center		
Joyell Davis	LESCPP		
Kaleenah Teoh	Lower East Side Family Union		
Sandy Zhang	Chinatown YMCA		
[illegible]	[illegible]		
Judy Ahrens	CPC		
Antonia [illegible]	OLP/ACS		

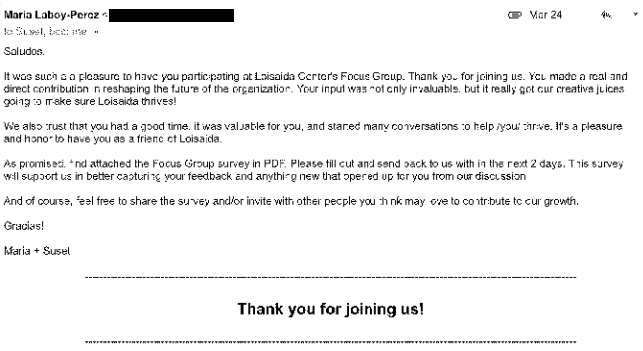
Lower East Side CPI
General Membership Meeting Sign-in
Location YAI Network Date 7/15

Name:	Organization:	E-mail:	Phone:
Luis Nieves	LESFU	[redacted]	
Yulan Wu	Henry ST Settlement		
Jean Louie	NYC Poison Control Center		
Deborah Gonzalez	Visiting Host		
Jovan M. Lawhorne	U.S. Com. Rep		
Robby Reed	LESCPP		
Alejandro Latorre	NYCHA Family Services Dept		
Alisa Brot	NYCCD		
Jennifer Chang	University Settlement		
Gretel Scott	Educational Alliance		
Joanna Huang	Grand Street Settlement		
[illegible]	LESCPP		
Dorthea Nixon	Prospect Family Support		
Eva Wong	University Settlement (LESCPP co-chair)		

ATTENDANCE AT FOCUS GROUP FOR THE LOISAIDA CENTER

On 3/12/14 Co-founder Kate Quarfordt met with a group of 15 community stakeholders to brainstorm ideas for the Loisaida Center's future. She shared our proposal and got feedback from participants.




Maria Laboy-Perez <[redacted]> Mar 24

to Susel, bcc: me

Saludos.

It was such a pleasure to have you participating at Loisaida Center's Focus Group. Thank you for joining us. You made a real and direct contribution in reshaping the future of the organization. Your input was not only invaluable, but it really got our creative juices going to make sure Loisaida thrives!

We also trust that you had a good time, it was valuable for you, and started many conversations to help your thrive. It's a pleasure and honor to have you as a friend of Loisaida.

As promised, find attached the Focus Group survey in PDF. Please fill out and send back to us with in the next 2 days. This survey will support us in better capturing your feedback and anything new that opened up for you from our discussion

And of course, feel free to share the survey and/or invite with other people you think may love to contribute to our growth.

Gracias!

Maria + Susel

Thank you for joining us!

"It's important when newcomers enter this neighborhood that they understand the legacy of those who came before and made it great. All these community gardens, these murals, building that were burned out shells… So much activism and poetry that came out of the Puerto Rican community in this place. I think it's good what you want to do. I can see you have passion. That's good. But you have to make sure that the people in your school, the kids and the teachers, that they understand that they are coming into a place that has a history. Some of them might know it—maybe their families have been here a long time—but some of them might be from other places and they might not. Your teachers especially might not."

--Notes from conversation with focus group participant (Local Artist/ Activist)

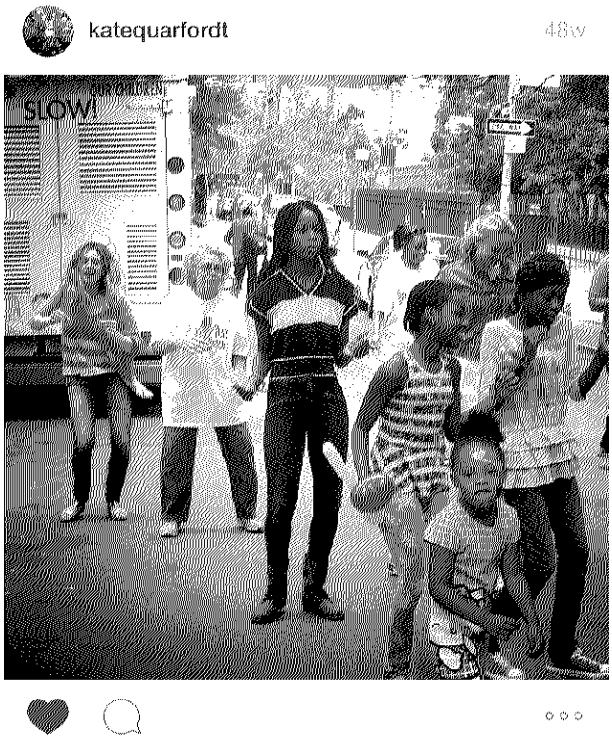
ATTENDANCE AT LOCAL ARTS & COMMUNITY EVENTS

Attending creative and cultural events in the community allows us to connect with families, share our progress and gather feedback.

FACEBOOK PHOTOS FROM LES1 FAMILY DAY 7/16/14

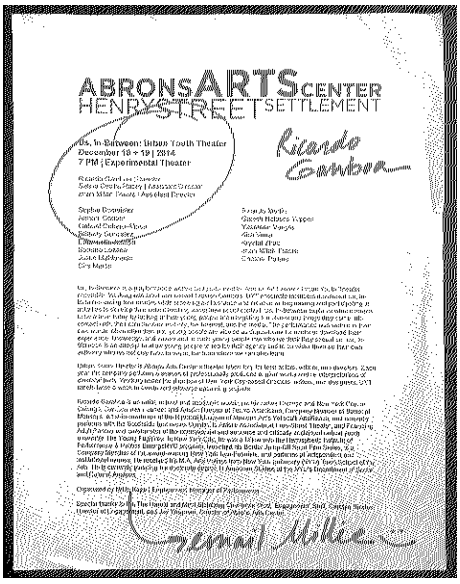


From Left to Right: Ingrid Villafranca, Jacqueline Goodman, Jamie Davidson, Kate Quarfordt, Chris Moncrief (not pictured: Geoffrey Kiorpes)



ATTENDANCE AT LOCAL ARTS & COMMUNITY EVENTS

FLYER FOR YOUTH THEATER EVENT AT ABRONS ARTS CENTER 12/18/14; OUR CONGRATULATORY INSTAGRAM POST AND EMAIL TO CAROLYN SICKLES AFTER THE EVENT





cityschoolofthearts

16 likes

cityschoolofthearts @rgamboa3000 : Your young artists courageously dug into topics others might shy away from; the results were powerful. Grateful we got to see your students in action. #arteducation #studentvoice

eeb816 #wild

Kate Quarfordt <[redacted]> Jan 15

to Carolyn

Hi Carolyn!

Hope 2015 is treating you really well so far.

I have a little question for you. We're putting the finishing touches on our January newsletter and wanted to give you guys (and especially the teens of Urban Youth Theater Ensemble!) a little shout-out. I'm attaching a screen shot of the text and image we wanted to use... It's a photo of the kids and Ricardo as they came out to take a bow and talk with the audience. We connected with Ricardo afterwards and swapped info, and reached out to him before putting this pic on Instagram back in December and he was psyched about it, but just wanted to run text & image past you before we sent it out later today. Happy to make any changes you want :)

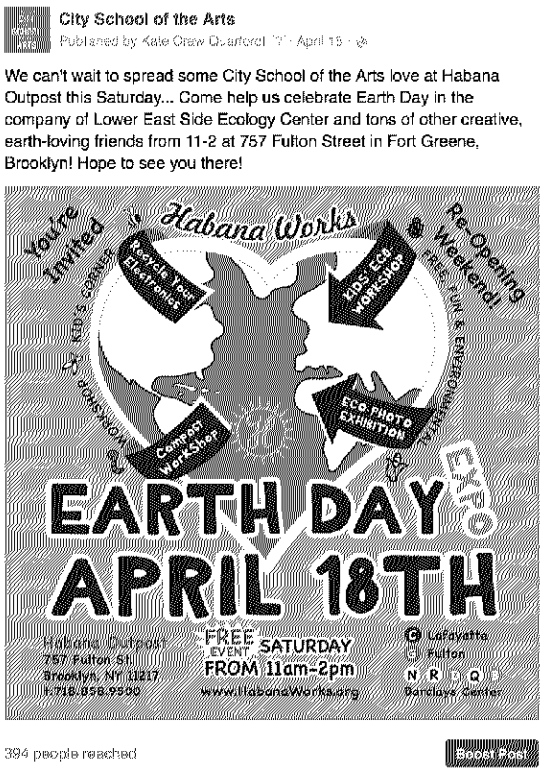
Looking forward to connecting again soon!

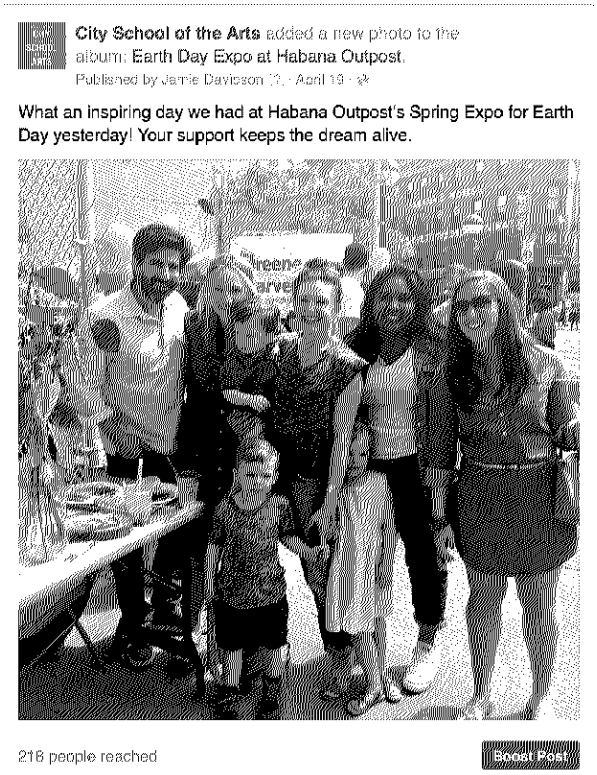
Hugs,

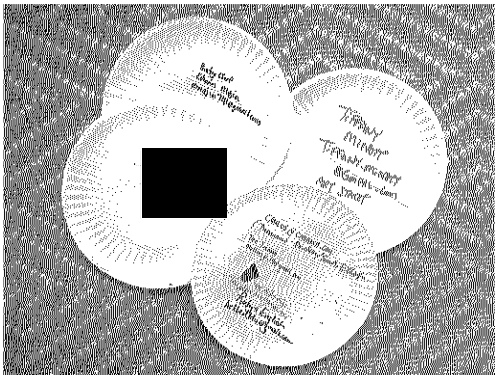
Kate

ATTENDANCE AT LOCAL ARTS & COMMUNITY EVENTS

On 4/18/15 our team gathered at Habana Outpost's Earth Day Celebration to make eco-friendly art and meet with Brooklyn families interested in creative/ecologically-minded education







An eco-friendly solution to gathering contact information from families when our iPad ran out of battery at Habana!

Sample emails inviting feedback:

City Arts Academy <cityartsacademy@gmail.com> 8/27/14

to **Shareeka**, me, jamiesdavidson, geoffreykiorpes, cmmoncrief, ivwilliams01

Dear Shareeka,

...

Thank you for visiting the City Arts Academy booth during LES Family Day last Saturday! We really appreciated your positive energy and your support of our mission to build on the arts-rich legacy of the LES and bring strong creative and academic programming to young people in the community.

We hope you'll join us for our community dinner meeting at the JOY Center on September 17th from 6-7:30pm. We're looking forward to sharing a meal, doing a small creative project together and gathering feedback on our plans to create free arts-based afterschool programming this fall--specifically topics of interest and what structures and scheduling will work best for families.

Please see the attached flyer for more info and RSVP by September 15th. We would really appreciate it if you would help us spread the word to families with middle school kids who might be interested.

We look forward to seeing you on September 17th. Feel free to let us know if you have any questions!

Thank you,
Jamie, Kate, Geoffrey, Ingrid, Chris and the whole City Arts Academy Team



City Arts postcar...

City Arts Academy <cityartsacademy@gmail.com> 8/27/14

to **ambreemc**, me, jamiesdavidson, geoffreykiorpes, ivwilliams01, cmmoncrief

Hey Ambree!

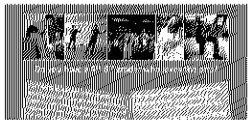
Thanks for connecting with us last Saturday at LES Family Day! Your energy was amazing!

We really hope to see you on September 17th to share some dinner, play some creative games and talk about what kind of arts opportunities you're interested in.

We're attaching the flyer so you have it handy! Please shoot us an email if you would like to come and let us know if you'll have family members or friends with you so we'll know how much food to have.

Feel free to spread the word to other kids and families who may be interested. All are welcome and the event is free!

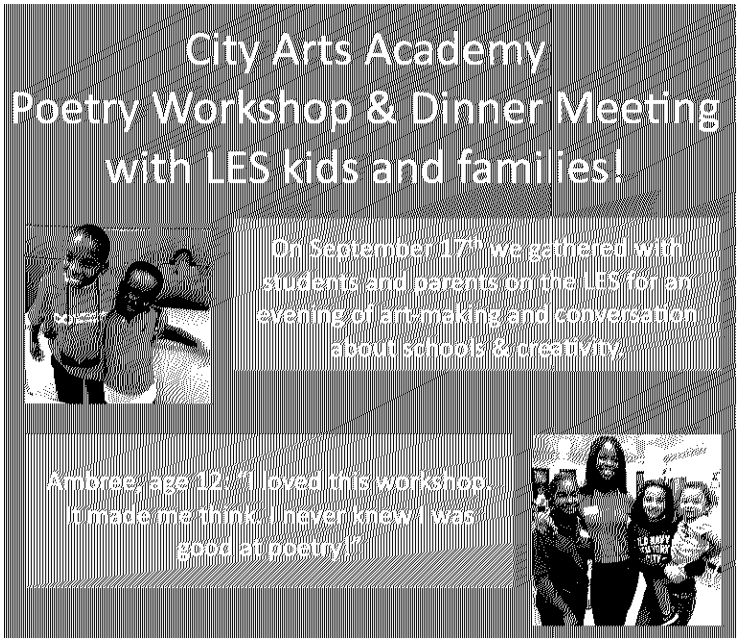
Hope to see you there!
Kate, Jamie, Geoffrey, Ingrid, Chris and the City Arts Academy Team



City Arts postcar...

Poetry Workshop/ Focus Group

189 Allen Street - 9/17/14



SIGN IN SHEET POETRY WORKSHOP 189 ALLEN STREET		
[redacted]	N/A	2nd grader☺
[redacted]	[redacted]	[redacted]

UPDATES: When students take the lead



"I loved this workshop. It made me think. I never knew I was good at poetry!" -- Ambree, age 12

Shortly after our first newsletter went out last month, the City Arts Academy team gathered with kids and families at the Community Center of 189 Allen Houses on the Lower East Side for an evening of art-making, poetry writing and conversation about schools and creativity.

We were so excited to experience the diversity of creative voices in the room and to have the chance to loop local families into our vision and timeline, gather feedback and suggestions, and continue to build our community of collaborators.

The response to the evening was overwhelmingly positive: kids and adults came alive writing and reading their poems, and many family members asked to pre-register their students for our lottery right then and there. What a thrill!

But by far the most electrifying moment of the night?



When we told kids about our hopes to offer regular after school workshops combining arts and academics starting this fall and the kids asked what the topics would be, they were surprised when we turned their question back to them.

"What are *you* passionate about?" we asked. "What are the questions that keep *you* awake at night? What do *you* want to create?"

At first the kids looked at us like we were crazy. But then as the conversation unfolded they started getting excited about playing a leadership role in designing the workshops.



The room is silent as writers conjure sense memories.

Focus Group for Educators & Families

(AKA "Educator Jam" Event)
Specials On C - 10/16/14

REMINDER: Tonight, 6-7 PM! City Arts Dinner & Focus Group Inbox x

Kate Quarfordt <[redacted]> 11/18/14

to bcc: irene.sg.gom, bcc: Y, bcc: yelena, bcc: Jessica, bcc: Latisha, bcc: Jamie, bcc: Geoffrey, bcc: De , bcc: Jacquelin

Greetings, Friends!

Quick reminder that the City Arts team is hosting a free dinner and focus group for families and educators THIS EVENING:

City Arts Focus Group

Join us for dinner & inspiring art-making, and help shape the future of a proposed arts-based 6th-12th grade school on the LES!

Specials on C
(12th Street and Avenue C)

6-7pm

All ages welcome.

Looking forward to sharing a yummy meal, doing an inspiring art project together, and generating input & feedback on our school design so that we can build City Arts collaboratively!

Please spread the word to any other families/ friends who may be interested. Flyer is attached.

All the very best... Hope to see you tonight!

Jamie, Geoffrey, Kate and the City Arts Team

If you want to learn more about us you can click HERE for our latest monthly update. We are also on Facebook. Please come visit us and help us spread the word to friends who are passionate about creativity and learning!

SIGN IN SHEET

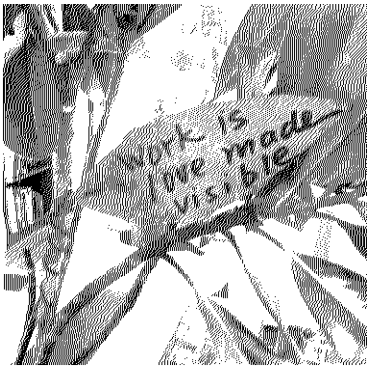
FOCUS GROUP EVENT FOR EDUCATORS AND FAMILIES

SPECIALS ON C – 12th and C

Jacob Goodson	[redacted]	NYCAS Tennis Association President / BSI
Peter Goode		LES Resident
Harry Cadiz		LES Resident, Father
Jin Chu		LES Resident, NYCSSA Board Member
Kabeer Kumar		Educator
Victoria Chadie d		Educator
Cocoa Scott		ESL Teacher
Matt McLaughlin		Math Teacher
Irene Balgos		LES Parent, Teacher
Sarah Cerra		Lower Manhattan resident, Educator
Dan Arew		Teacher
Steve Viola		eacher
Matilde Forrer		City Arts Board Member &
Ana Jimenez		Teacher
Emily Davis		eacher
Kat Enright		eacher, Choreographer
Lele Tosen		Teacher, Girls prep
Mary Stella		eacher
Kathy Kuhn		eacher
Tierney Larson		Teacher











Focus Group for Families and Educators
SPECIALS ON C, 11/18/14

FACEBOOK INVITATION

City School of the Arts added 3 new photos.
Published by Kate Craw Quarfordt [?] · November 17, 2014 · Edited ·

Tomorrow night at Specials on C... Dinner, art-making and a focus group for families, educators and anyone passionate about arts and learning! Please join us for a tasty meal & a hands-on creative project.. and help us shape the future of City Arts! (ADDED BONUS: Last chance to see Specials on C's current photography exhibit "You Are Here," showcasing the unique spirit of LES residents documented during last year's Loisaida Festival.) Hope to see you there!



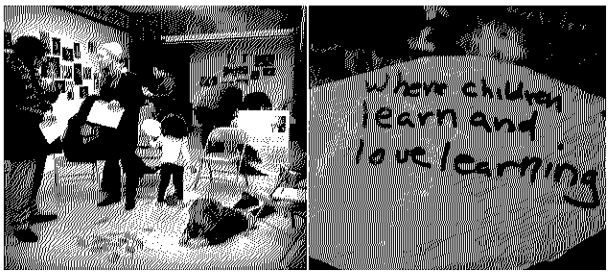
FACEBOOK RECAP

City School of the Arts added 12 new photos to the album: LES Community Focus Group — with Willow Joffee and 4 others.
Published by Kate Craw Quarfordt [?] · November 20, 2014 ·

We met on Tuesday with a vibrant group of parents, educators, artists, students and community members at Specials on C to discuss creativity, learning and what works in schools. We made leaves for the City Arts Family Tree and shared powerful learning stories.

One supporter later shared this feedback (which gave us chills):

"The environment you are making would serve to connect with whomever i in the room and address their questions and draw from their experience. I would ... See More



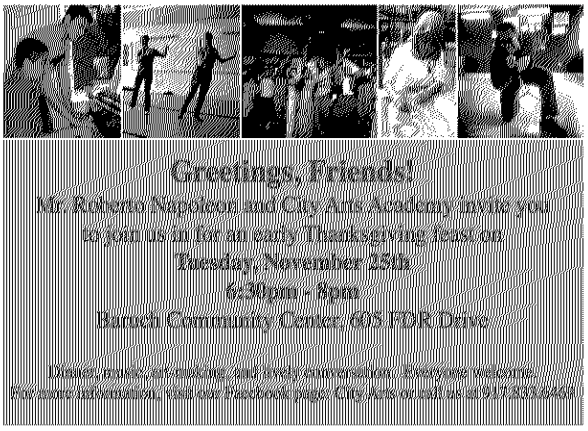


Focus Group for Families & Community Members

Baruch Houses 11/25/15

City School of the Arts
Published by Jamie Davidson [?] · November 24, 2014 ·

LES friends! Please join us for an evening of dinner, art-making, and lively conversation at the Baruch Houses Community Center: 605 FDR Drive. (Come on in through the main entrance to Baruch Houses: 100 Colombia Street). See you tomorrow!



City School of the Arts added 7 new photos from November 25, 2014 to the album: City Arts LES Family Gathering — at Baruch Houses.
Published by Kate Crew Quarfordt [?] · November 25, 2014 ·

"We dream of a school where the arts are a pathway to courageous conversations about things that matter." Feeling so much gratitude to the families who came out on Tuesday night. Together we committed to building a school where kids and adults use their voices intelligently, creatively and compassionately to take a stand for the kind of world they want to live in.



So great to meet you, Tonya!

City Arts Academy <cityartsacademy@gmail.com> 11/26/14
to [redacted] Kate, Jamie

Good morning!

Thanks again so much for coming out last night to meet with the City Arts Academy team, learn more about our school and share your thoughts and feedback with us. We really enjoyed speaking with you and lovely Melonie... your questions and ideas were so thoughtful! We can't wait for your leaves to form part of the tree in our school's lobby!

As we discussed last night, our hope is to create a free, non-selective (lottery), diverse arts-based 6th-12th grade school with priority for kids in District 1. You can read more about our mission and guiding principles in the handout attached.

You can also find the latest edition of our monthly newsletter HERE. It goes out the second Thursday of each month... be on the lookout for the next one in early December.

Please feel free to share this information and these links with anyone else you feel might be interested in our school. Another way you can help us is to take our 1-minute online survey (click HERE).

Thanks again. We would love to stay connected with you. Please feel free to email us here if you have any other questions or ideas to share.

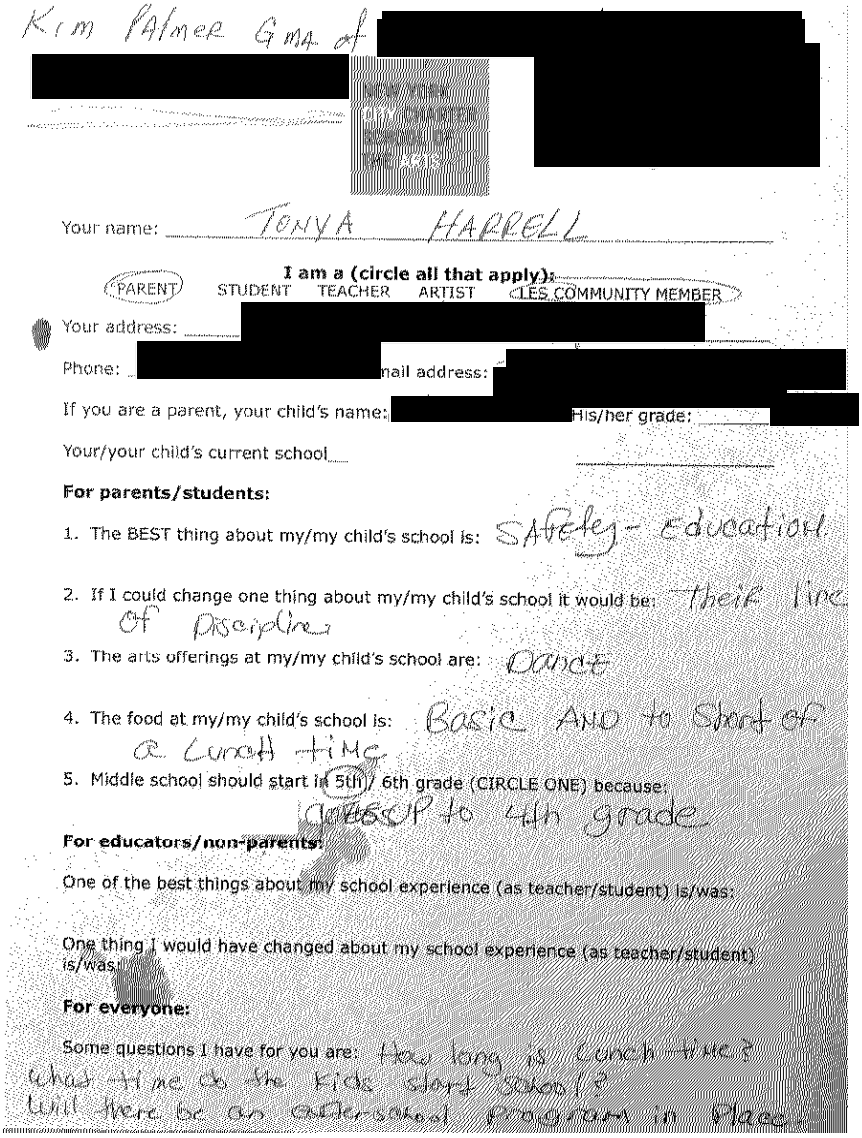
All the best,

Kate, Jamie and the City Arts Team

Focus Group for Families & Community Members

Baruch Houses 11/25/15

Sample Feedback Form from Families/Community Members



Kim Palmer Gma of [redacted]

Your name: TONYA HARRELL

I am a (circle all that apply):
(PARENT) STUDENT TEACHER ARTIST (LES COMMUNITY MEMBER)

Your address: [redacted]

Phone: [redacted] mail address: [redacted]

If you are a parent, your child's name: [redacted] His/her grade: [redacted]

Your/your child's current school

For parents/students:

1. The BEST thing about my/my child's school is: SAfeley - education
2. If I could change one thing about my/my child's school it would be: their fire of discipline
3. The arts offerings at my/my child's school are: Dance
4. The food at my/my child's school is: Basic AND to short of a Lunch time
5. Middle school should start in 5th / 6th grade (CIRCLE ONE) because: Juest to 4th grade

For educators/non-parents:

One of the best things about my school experience (as teacher/student) is/was:

One thing I would have changed about my school experience (as teacher/student) is/was:

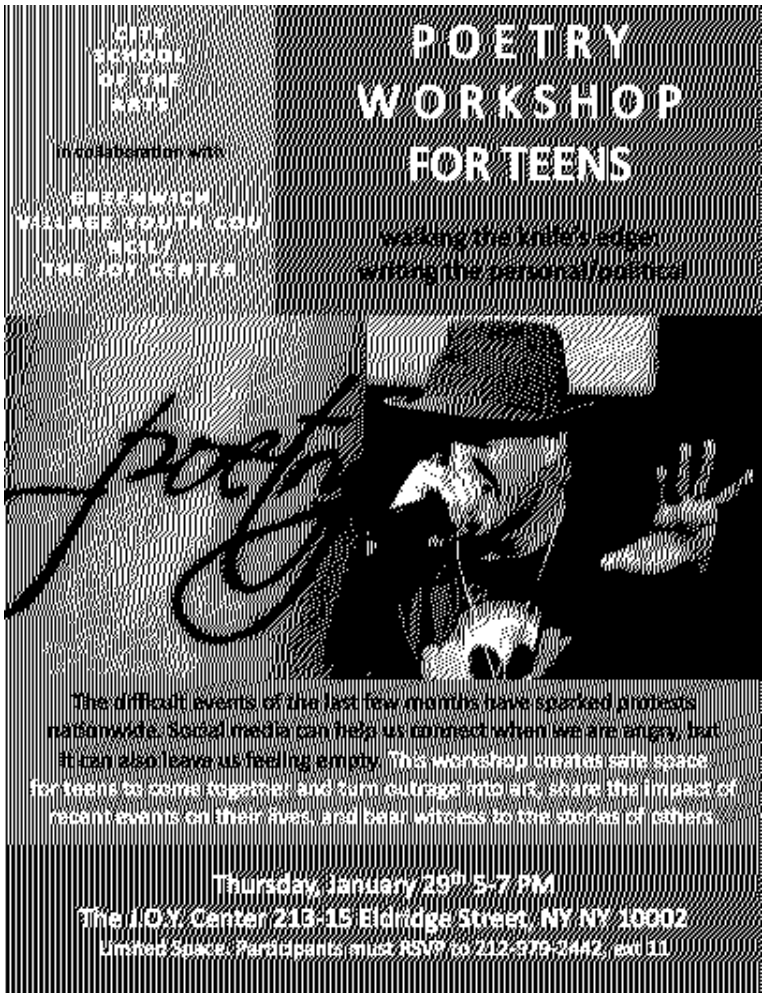
For everyone:

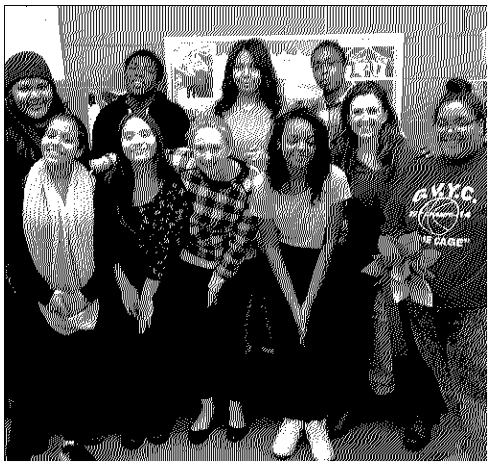
Some questions I have for you are: How long is Lunch time? What time do the Kids start school? will there be an after-school program in Place

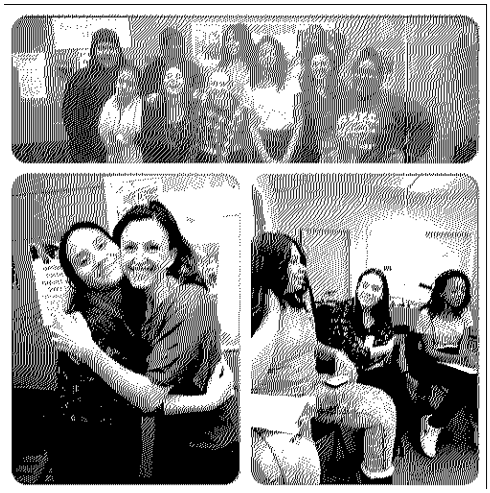
Poetry Workshop for Teens/ Focus Group

GVYC Joy Center (NYCHA LES1) 1/29/15

In the wake of Ferguson and other difficult events nationwide we led a poetry workshop designed to create safe space for students to alchemize anger into art, followed by a discussion of the role of creativity and social justice work in schools.







"To be honest, school sometimes feels irrelevant to me, like we're just going through the motions, following directions and jumping through hoops. I want to really use my brain, you know? I want to push myself creatively, I want to actually do something that makes a difference, not just now in school but also in my future!"

-- 9th grade participant

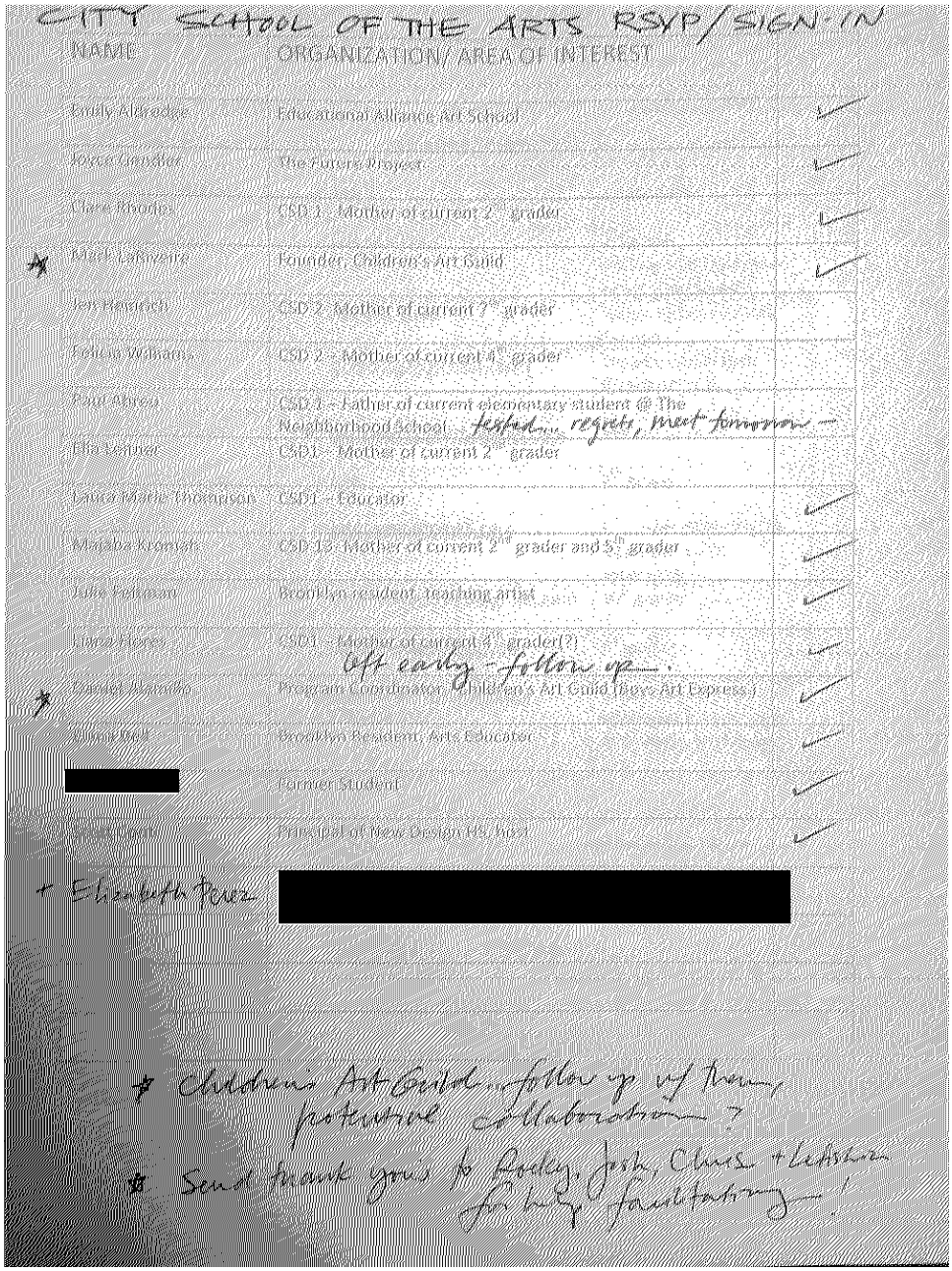
CITY SCHOOL OF THE ARTS TOWN HALL:

NEW DESIGN HIGH SCHOOL

350 Grand Street, NYC

MARCH 18TH, 2015 – 6:30 PM

RSVP Printout used as check-in as guests arrived



CITY SCHOOL OF THE ARTS RSVP/SIGN-IN

NAME	ORGANIZATION/ AREA OF INTEREST	
Emily Alexander	Educational Alliance Art School	✓
Joyce Gonzalez	The Future Project	✓
Clara Rhodes	CSD 1 - Mother of current 2nd grader	✓
Mark LaVecchia	Founder, Children's Art Guild	✓
Jen Benitsch	CSD 2 - Mother of current 7th grader	
Felicia Williams	CSD 2 - Mother of current 4th grader	
Paul Mecca	CSD 1 - Father of current elementary student @ The Neighborhood School - tested... regrets, meet tomorrow —	
Ella Lehner	CSD1 - Mother of current 2nd grader	
Laura Marie Thomasson	CSD1 - Educator	✓
Marsha Kramer	CSD 13 - Mother of current 2nd grader and 5th grader	✓
John Feldmeier	Brooklyn resident, teaching artist	✓
Lisa Hayes	CSD1 - Mother of current 4th grader(?) Off early - follow up.	✓
Daniel Martino	Program Coordinator, Children's Art Guild (Boys Art Express)	✓
Elena Lee	Brooklyn Resident, Arts Educator	✓
[redacted]	Former Student	✓
Eric Nadel	Principal of New Design HS, host	✓
Elizabeth Perez	[redacted]	

* Children's Art Guild... follow up w/ Anna, partnership collaboration ?
* Send thank you to Bradley, Josh, Chris + Elizabeth after big facilitators !

CITY SCHOOL OF THE ARTS TOWN HALL:

NEW DESIGN HIGH SCHOOL
350 Grand Street, NYC
MARCH 18TH, 2015 – 6:30 PM

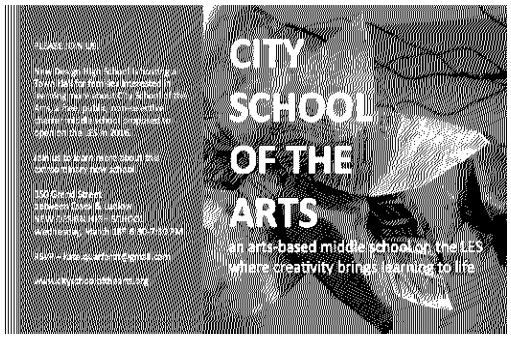


City School of the Arts Team Gathers at Town Hall Meeting

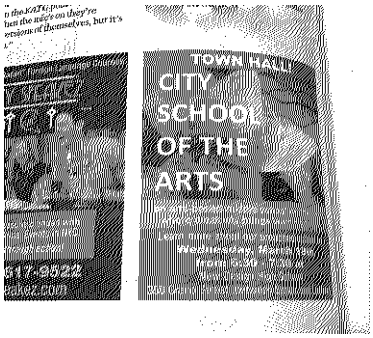








Town Hall Flyer in English



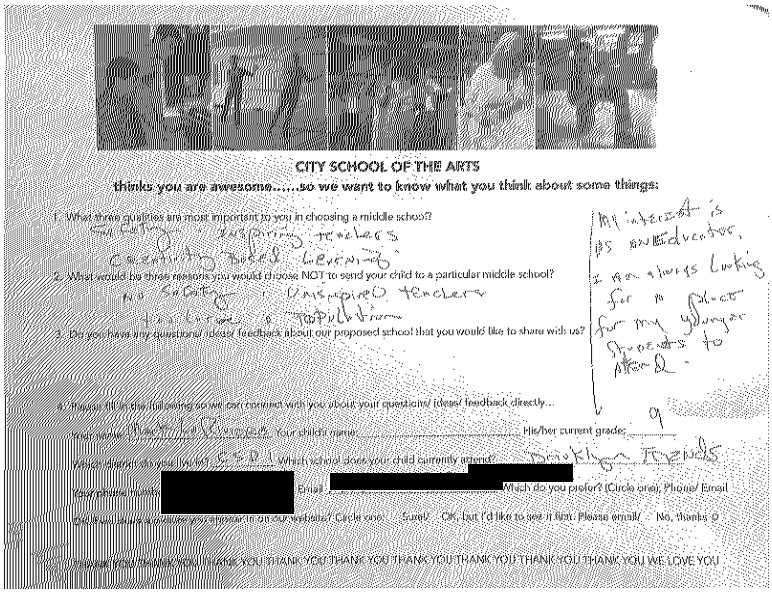
Town Hall Ad in the Village Voice



Making Leaves at Town Hall

CITY SCHOOL OF THE ARTS TOWN HALL:

Sample Feedback Forms from Educators/ Families



CITY SCHOOL OF THE ARTS

thinks you are awesome.....so we want to know what you think about some things:

1. What three qualities are most important to you in choosing a middle school?
   Creativity, Inspiring teachers, Creative based learning
2. What would be three reasons you would choose NOT to send your child to a particular middle school?
   No safety, Unmotivated teachers, No pull out programs
3. Do you have any questions/ ideas/ feedback about our proposed school that you would like to share with us?
   My interest is as an educator, I am always looking for a place for my younger dancers to attend.

4. Please fill in the following so we can connect with you about your questions/ ideas/ feedback directly...

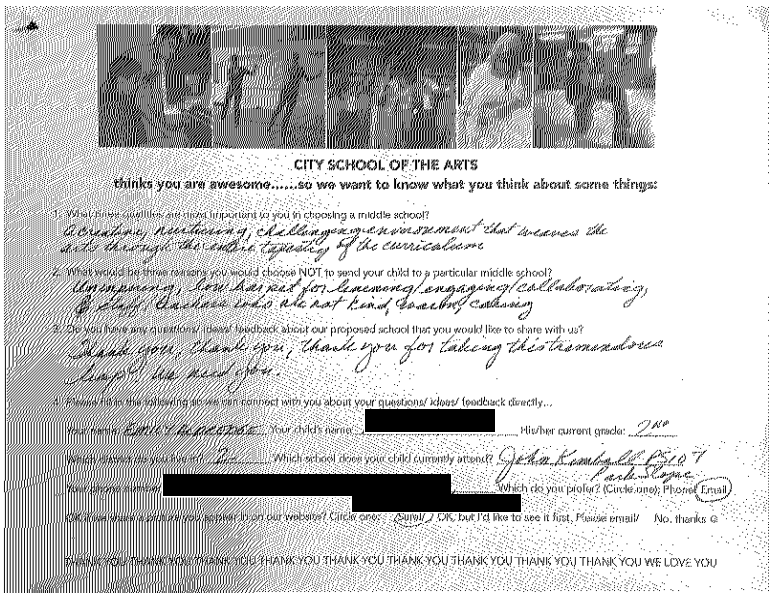
   Your name: [redacted] Your child's name: [redacted] His/her current grade: 9

   Which district do you live in? S.F.U.S.D. Which school does your child currently attend? Downtown Friends

   Your phone number: [redacted] Email: [redacted] Which do you prefer? (Circle one): Phone/ Email

   Do you want to see your name on our website? Circle one: Sure! OK, but I'd like to see it first. Please email/ No, thanks ☺

5. THANK YOU THANK YOU THANK YOU THANK YOU THANK YOU THANK YOU THANK YOU THANK YOU THANK YOU WE LOVE YOU



CITY SCHOOL OF THE ARTS

thinks you are awesome.....so we want to know what you think about some things:

1. What three qualities are most important to you in choosing a middle school?
   Creative, nurturing, challenging environment that weaves the arts through the entire tapestry of the curriculum
2. What would be three reasons you would choose NOT to send your child to a particular middle school?
   Unimpressive, low standard for learning/engagement/collaborating, Staff, Teachers who are not kind, Coaching, Caliming
3. Do you have any questions/ ideas/ feedback about our proposed school that you would like to share with us?
   Thank you, thank you, thank you for taking this to a new level. Inspired the next gen.

4. Please fill in the following so we can connect with you about your questions/ ideas/ feedback directly...

   Your name: Emily Lancaster Your child's name: [redacted] His/her current grade: 7th

   Which district do you live in? SF Which school does your child currently attend? John Knudsen ES 07 Jane Stanford

   Your phone number: [redacted] Which do you prefer? (Circle one): Phone/ Email

   Do you want to see your name on our website? Circle one: Sure! OK, but I'd like to see it first. Please email/ No, thanks ☺

5. THANK YOU THANK YOU THANK YOU THANK YOU THANK YOU THANK YOU THANK YOU THANK YOU THANK YOU WE LOVE YOU

Sample Email Correspondence with Elected Officials and Community Leaders

---------- Forwarded message ----------
From: **Jamie Davidson** <[redacted]
Date: Thu, Mar 12, 2015 at 8:25 PM
Subject: Re: tomorrow
To: Robert Young <[redacted]

Dear Robert,
Hi and hope you are well! I wanted to let you know that New York City Charter School of the Arts' letter of intent was approved by NYSED last week so we will be submitting a full length charter to open in district 1 Fall 2016. We remain so grateful to Dick Ravitch for connecting us with Senator Squadron, as we learned a great deal from our meeting, particularly with regards to the problematic nature of co-location. At the moment, we have a promising lead on a private space should we get chartered.
Do you think the Senator would consider writing a letter in support of our application to NYSED?
Happy to jump on the phone if you have a moment to discuss further?
Thanks in advance for your consideration.
All the best.
Jamie Davidson

---------- Forwarded message ----------
From: **Sarah Diaz** <[redacted]
Date: Tue, Jul 8, 2014 at 1:01 PM
Subject: RE: meeting re: arts based charter school application going into district 1
To: [redacted]

Hi Jamie,

The Assemblymember would be pleased to meet with you and learn more about the application. I will be in touch soon with some possible dates.

Best,
Sarah

Sarah Diaz
Community Liaison
Office of Assemblymember Deborah J. Glick
853 Broadway, Suite 2007 (WE'VE MOVED)
New York, NY 10003
[redacted]

Sample Email Correspondence with Elected Officials and Community Leaders, Continued

From: **Shino Tanikawa** <[redacted]
Date: Sat, May 17, 2014 at 10:12 AM
Subject: Re: Interesting piece in daily beast yesterday
To: Jamie Davidson <[redacted]

Hi, Jaime.

Thank you for sharing the great article.

Yes, we are still on for tomorrow - can we do 10AM?? Would you be able to come downtown?? I can meet you at Once Upon a Tart on Sullivan Street between Prince & Spring. Or somewhere else.

Happy sunny Saturday!

Sh no

On Sat, May 17, 2014 at 8:57 AM, Jamie Davidson [redacted] wrote:

> Hey Shino -- while I think this analysis lacks nuance, it's a really interesting commentary on the role charters and the structure of high-stakes testing have played in modern day segregation. Certainly gets to the crux of our mission
>
> http://www.thedailybeast.com/articles/2014/05/16/how-charter-schools-and-testing-regimes-have-helped-re-segregate-our-schools.html
>
> Are we still on for a coffee tomorrow?
>
> Happy sunny Saturday!!!
> Jamie

Jamie Davidson <[redacted] 9/23/14

to Lisa, Geoffrey, me

Greetings, Lisa.

Thank you so much for your response.

The questions you've raised here point directly to so many of the possibilities and challenges we've been engaging with as we work through this process. While we don't claim to have the "right" answer to every question you've posed, we do feel we have something powerful to bring to the conversation —a vision grounded in our experiences in the classroom, our research, our collaboration with teachers and school leaders, and—most importantly—our conversations with students and families.

If our communication—either in person or via email—sent a message that we don't acknowledge and respect the work that you and your colleagues have done to tackle difficult systemic challenges around school integration, academic quality or artistic programming in District 1, please know this was not our intention.

As we navigate this process, we remain committed to holding ourselves to the same standards we set with our students in our classrooms: open-minded dialogue, active listening and creative collaboration —especially with those who may disagree with us. We are not naïve about the complexities of these conversations. While it would certainly be easier and more comfortable to walk away from them, we know that often the most challenging dialogues are the most important ones.

In the last several months we have been moved by the stories and experiences of parents, kids, teachers and community members in District 1 who are galvanized by the possibilities of an arts-based school built on a model that we have seen yield strong academic results, rich socio-emotional learning, and powerful student leadership.

All of the questions you asked made us think deeply, and we have answers to each that we would like to share. In that sense, the last of your questions was, for us, the most powerful. We would be eager to sit down and have a conversation with you about our evolving vision, including our perspectives on assessment, plan for embodying progressive practices, ideas around building diversity when lottery policies are in flux, and continued community engagement. My partners Geoffrey and Kate are looking forward to joining the conversation as well.

Respectfully,
Jamie

Sample Email Correspondence with Elected Officials and Community Leaders, Continued



Kate Quarfordt <[redacted] Mar 12

to lisabdonlan

Hi Lisa,

I hope you're well. I wanted to reach out and re-introduce myself properly... I'm so sorry we got off on such strange footing yesterday! You were really kind to say that apologies weren't necessary, but it wasn't my intention to intrude on a small working meeting. I was expecting to meet Paul Abreu, who had invited me to what I'd thought was going to be a bigger informal gathering to hear about your diversity efforts in the district. I was really mortified to disrupt the meeting, but once I had popped my head in it felt rude to step back out without at least greeting you all.

I wanted to take a minute to let you know that the questions you sent us earlier this year pushed our thinking a lot. We're grateful for that, and want to keep that conversation going. For now, I'm hoping I can loop you in on what my partners and I have been working on and let you know how intentional we've been about going about this work in a way that's different from a lot of other folks in the charter space. This may not have come through in the way we wish it had when you initially learned about our efforts.

City School of the Arts is the idea of a small group of teachers, artists, kids and parents. Our trio of co-founders comes from a decade teaching arts in the Bronx, and many of the kids who came out of our program are now on our founding team. Before we ever got serious about the idea of creating a school, we connected with a guy named Jim Chu, an artist and lifelong LES resident, who invited us to co-host creative events with teens in a former bodega destroyed in Sandy that he transformed into a community arts space. A few months later when we shared the idea of proposing an arts-based charter middle school with the kids and families we met there, the response was enthusiastic. We started building a partnership with a district HS, New Design down on Grand, and with other arts organizations in the neighborhood.

Although there are of course exceptions, in general the responses we've been getting from community members and families have been positive, even from folks who don't like charters. We're serious about serving all learners including English Language Learners and kids with IEPs, we're serious about partnering with district schools, and we're serious about approaches to teaching and school culture that value the whole child.

We're hosting a Town Hall for interested families next Wednesday from 6:30-7:30 at New Design High School and we'd like to invite you and members of the CEC. I know it's short notice—New Design is getting some repair work done and it took a while to get the permit approved—but we'll keep you posted on the next one if that timing doesn't work for you.

Please know that we want to be collaborators.

Warmly,

Kate, on behalf of the City School of the Arts team

www.cityschoolofthearts.org

Sample Email Correspondence with Elected Officials and Community Leaders, Continued

Jamie Davidson [redacted] 11/14/14

to Jacqueline, Victoria

Hi Jackie! Happy Friday!

I know you shared this information with me via google plus but I can't seem to pull it up.... Do you have contact info for Dereese Huff (Campos Plaza) or Mercedes Ruiz (175 Eldridge)? We have a wonderful community engagement coordinator, Victoria Leeds (cc'd here) who will be spreading the word about Tuesdays focus group downtown this weekend. (If you are around, you two should connect quickly to say hi). If not, we'd love to connect with Ms Ruiz and Ms Huff beforehand.
Many many thanks!!!
Love as always,
Jamie

Jacqueline Goodman [redacted] 11/14/14

to me

[redacted] (Patricia Armstrong) Bracetti Houses and Lower East Side II

[redacted] Kenneth Armstron - Two Bridges

[redacted] - Lillian Al D Tabaldo Nash II

[redacted] Michael Steele Rutgers

Mercedes Ruiz has resigned as TA President - Mercedes is from the Senior Building on 175 Eldridge..

---------- Forwarded message ----------
From: **Jacqueline Goodman** [redacted]
Date: Mon, Jun 29, 2015 at 7:17 PM
Subject: "Family Day" "National Night Out Against Crime" Tuesday August 4, 2015 12 pm - 8pm
To: [redacted]

I am writing in behalf of the Resident's Association of LES Infill 1 requesting your support and inviting you to "National Night Out Against Crime" taking place on Tuesday, August 4, 2015 from 12:00 Noon to 8:00 pm.

We are looking forward to working with you to make this a successful day for the Residents of LES Infill 1.Thank you for your support and participation in the success of our prior Family Day's 2013 and 2014. This year once again we would like you to display and offer brochures describing the services offered by your office plus other informational brochures on housing and district issues. Please continue to invite and inform us of all upcoming events. You can call the office at [redacted] if you have questions or would like additional information. Our current email address is [redacted]

Sample Email Correspondence with Families, Educators, School Leaders and Students



City Arts Academy <cityartsacademy@gmail.com> 10/10/14

to Amour

Hope you're doing well!

You might already know from the newsletter we sent (yes, your beautiful smiling face is in one of the pictures) that we now have a space for workshops after school starting after Thanksgiving! We would love to get together with you to begin planning the workshops and envisioning what our first creative/intellectual work together will look like.

We will reach out to you by the end of next week to set up a time to get together to start planning. Are Mondays, Wednesdays and Fridays still good for you?

Exciting stuff.

Best,

Kate and the City Arts Academy team



Kate Quarfordt <[redacted] Jan 15

to irenebaigorri

Greetings, Irene!

Happy New Year. Hope the start of 2015 is going great!

Now that we're into the swing of January, my City School of the Arts crew and I would really love to come visit you up at Calhoun. Is there a particular day/time when we might be able to arrange a meet-up?

Really looking forward to connecting!

Warmly,

Kate

Sample Email Correspondence with Families, Educators, School Leaders and Students



Kate Quarfordt <[redacted] Jan 15

to irenebaigorri

Greetings, Irene!

Happy New Year. Hope the start of 2015 is going great!

Now that we're into the swing of January, my City School of the Arts crew and I would really love to come visit you up at Calhoun. Is there a particular day/time when we might be able to arrange a meet-up?

Really looking forward to connecting!

Warmly,

Kate

Date: Wed, 17 Sep 2014 15:25:22 -0400
Subject: Re: Felicia
From: cityartsacademy@gmail.com
To: [redacted]

Hi Felicia! Sorry for the late reply. Yes, you can definitely bring another family. Attached is a map! Hope to see you there. :)

On Tue, Sep 16, 2014 at 9:42 PM, felicia williams <[redacted] wrote:

> Is Allen street close by the bowery
>
> ---
>
> Date: Tue, 16 Sep 2014 13:06:26 -0400
>
> Subject: Re: Felicia
> From: cityartsacademy@gmail.com
> To: [redacted]
>
> Hi Felicia!
>
> It's Kate from City Arts Academy. We've confirmed a location for tomorrow night's event! We'd love to meet you and Omari.
>
> We're meeting at 189 Allen Street (that's the Senior Center at University Settlement) from 6-7:30.
>
> We'll have dinner together, do a shared art-making activity and have a discussion about the arts-based 6th-12th grade public school we are hoping to create.
>
> There will also be a chance for us all to brainstorm together about some arts-based academic opportunities that we can offer kids after school this fall.
>
> We hope you'll join us! You can reach me here, or you can also text/call me at [redacted]

Sample Email Correspondence with Families, Educators, School Leaders and Students, Cont'd



City Arts Academy <cityartsacademy@gmail.com> 10/10/14

to Amour

Hope you're doing well!

You might already know from the newsletter we sent (yes, your beautiful smiling face is in one of the pictures) that we now have a space for workshops after school starting after Thanksgiving! We would love to get together with you to begin planning the workshops and envisioning what our first creative/intellectual work together will look like.

We will reach out to you by the end of next week to set up a time to get together to start planning. Are Mondays, Wednesdays and Fridays still good for you?

Exciting stuff.

Best,

Kate and the City Arts Academy team

City School of the Arts



Kate Quarfordt <[redacted] Jul 20 (7 days ago)

to Willow

Hi Willow! It was great to talk with you earlier today. I always get a big blast of good energy every time we connect. :)

Thanks again so much for being willing to help us spread the word. Below is some text. Please let me know what you think. Does anything pop out at you that you think we should change or add? You can of course feel free to tweak the language however you want... (nice to add a personal touch, esp if parents have or know kids who would be a good fit?)

Let me know where you end up posting so I don't end up doubling up (or if I do--on FB or public forums--it's in the form of mindful follow-up to share more info etc.)

And I'll send language for a letter of support a little later on!

Thanks a million, lady. Can't wait to see you in early August (and hang some art!)

* * *

Sample Email Correspondence with Families, Educators, School Leaders and Students, Cont'd

Scott Conti <[redacted] Jan 9

to me

I also have other outside organizations including Urban Arts Partnership and Community of Unity would love to be part of the process.

...



Kate Quarfordt <[redacted] Jan 9

to Scott

All of this sounds fantastic. We love both those organizations. We've actually been meaning to reach out to both... we've had great responses from a whole bunch of folks in the neighborhood... Abrons Arts Center, Henry Street Settlement, University Street Settlement, CITYarts, LES Ecology Center and others. It's weird how while the political landscape is so vehemently anti-charter, we keep having meetings with folks on the ground who literally get tears in their eyes when we share our vision and immediately ask how they can help.

How's next week looking for you? I can be pretty flexible most days, especially between 11-2. Coffee/tea/lunch?

...

Andrew Mangino <[redacted] Mar 22

to me, Kanya, Joyce

Kate! Joyce!

I'm so sorry to just respond. I was off e-mail since last Friday the 10th – due to a week-long trip to the Bay Area and annual retreat – and I'm only reading this now.

First of all, I LOVE the vision for your school – and OBVIOUSLY we should be working together! So I don't know how things are impacted due to the charter being due Friday, but count us in to help any way we can provided it isn't too late! How can we still support? I imagine if the application is now in, the primary way would be to get together at the right time to discuss how The Future Project can partner with the school from its inception. Sounds like we have some time for that!

In future, feel free to text/call me at [redacted] or Kanya at [redacted] whenever a crazy-big-dreaming opportunity arises. We're all in pursuit of the same dream and clearly should be working together, just as you both point out!

When do you find out about the charter? And what will you be doing over the next 17 months, as you get it all potentially ready for launch?

Thank you, Joyce, for this wonderful introduction!

Andrew

...

CITY SCHOOL OF THE ARTS

NEW YORK CITY CHARTER SCHOOL OF THE ARTS

1 Applicant Group Information

A. Public Contact:
Jamie Davidson, (917) 833-6469,
jamiesdavidson@gmail.com

B. Application History: This founding team and prospective board of trustees submitted a letter of intent in 2014 round II.

2 Proposed Charter School Information

A. Proposed School Name: New York City Charter School of the Arts

B. Proposed School Location: New York City Charter School of the Arts (City School of the Arts) proposes to open in Community School District 1 (CSD 1) on the Lower East Side of Manhattan. In response to the unique space requirements of our program, and with full awareness of the complexity of the facilities access process, City School of the Arts founders and board of trustees have identified a number of potential private facilities suitable for our program, including classrooms in Catholic churches and several of New York City Housing Authority's larger community centers, as well as public and private university buildings. We are awaiting confirmation of site availability and lease terms; therefore we will also submit a request to the NYC Department of Education of Portfolio Management for co-location space as a contingency plan.

C. Planned Grades and Enrollment: City School of the Arts will ultimately enroll students in 6th-8th grades. In our initial year we will enroll 92 students, which allows for reasonably small classes and projects for manageable growth each year. We will backfill as necessary to stay on target.

	2016-17	2017-18	2018-19	2019-20	2020-21
Grade 6	92	92	92	92	92
Grade 7		92	92	92	92
Grade 8			92	92	92
TOTAL	92	184	276	276	276

D. Proposed Management and/or Partner Organization: Not Applicable

E. Proposed School Mission: The mission of New York City Charter School of the Arts is to inspire a joyful, diverse community of students to engage with the arts as a pathway to rigorous academic scholarship, compassionate leadership and lifelong creative learning.

F. School Overview: Our school design grows from the five key design features described below:

Incorporating the Arts to Reinforce Academic Achievement

All instructional staff at City School of the Arts will leverage meaningful engagement with the arts to support strong academic outcomes. A growing body of research demonstrates that studying music, theater, dance and visual art results in measurably better academic performance. Researchers from Boston Children's Hospital published findings last June that correlate music education with higher test scores, bolstering the findings of previous studies linking musical training to enhanced cognitive skills. While we value artistic study for its own merits, we are also thoroughly intentional in our approach to arts integration as a basis for creating a collaborative community of rigorous scholarship.

City School of the Arts' academic program will be supplemented and infused by our unique and comprehensive artistic program. Our humanities curriculum will combine the NY State ELA and Social Studies standards in 90-minute blocks, using disciplinary literacy practice to analyze fiction and non-fiction texts in historical and comparative contexts. Our 90-minute math blocks will feature Connected Math, a leading problem-based Common Core-aligned curriculum. Inquiry-based science classes will be supplemented twice weekly by 90-minute lab periods. Sixth grade students will have 6 hours of core arts classes a week: 3 hours of piano and 3 hours of theater. Seventh grade students will have 3 hours of dance and 3 hours of visual art. Eighth grade students will declare an artistic major, devoting all 6 hours to advanced study in their chosen discipline. Additional artistic options will be available at club time, (2 hours per week), as well as during extended day, (4 days per week). Seventh graders who wish to continue in piano and theater will have that option during these additional times to avoid any interruption in their artistic growth. A Broadway musical—performed and eventually designed and directed by students—will be produced annually, with rehearsals after school and Saturdays.

Hiring and Developing a High-Capacity Team

Cultivating a team of innovative and collaborative educators, both academic and artistic, will be fundamental to serving our mission. Our weekly Professional Development sessions—many of them taught in partnership with leading arts and educational organizations including The Juilliard School, MOMA, The Harvard Graduate School of Education and The Yellin Center—will prepare our artistic and academic teachers to equip students with a cross-disciplinary framework of creative and academic skills. Weekly grade level meetings will stimulate interdisciplinary collaboration around grade-level themes and the needs of specific students, and weekly content meetings will establish vertical alignment by department. Teachers will also collaborate across disciplines by sharing lesson plans to an online site such as "Box" and observing at least one colleague's class per week to provide feedback and assess the potential for interdisciplinary connections. Data analysis sessions, facilitated by the Achievement Network, will follow each A-Net interim assessment and support teachers in the agile and responsive use of data. Finally, our one-month summer academy will foster innovative co-planning and provide teachers with access to resources, materials and outsourced workshops.

Maximizing Diversity and Social Impact

We see diverse school communities as potent catalysts for academic success and socio-emotional growth. Studies show that racially and socioeconomically integrated schools benefit all students and strengthen urban neighborhoods. We believe that charter schools possess the potential to address the challenge of integrating our public school system. A year of outreach has affirmed that our program appeals to a broad cross-section of the Lower East Side, with parents from many disparate backgrounds expressing interest in enrolling their children. We are confident that we will successfully recruit and retain a community of learners and staff members that reflect the cultural, linguistic and socio-economic diversity of our district. Our partnership with Dialogue Arts Project—an organization that trains students and leaders to use arts and language to communicate more effectively across differences of race, class, and identity—will equip students with strong socio-cultural skills to maximize personal and academic growth.

Promoting the Practice of Mindfulness

Mindfulness practice helps students take responsibility for their own learning. Using proven curriculum such as Mind Up and with the support of neuroscientist and learning specialist Dr. Paul Yellin, our students will develop the self-awareness required to understand and leverage their unique academic and socio-emotional learning strengths and challenges. Mind Up helps children improve focus, concentration, and academic performance, coupled with techniques to assist in managing stress, developing empathy, and navigating difference with resilience and creativity.

Connecting Year-Round at Camp

All City School of the Arts students will spend an average of four weeks per year at our partner wilderness facility, Camp Vacamas. Collaborating on physical, intellectual and artistic work in a natural setting several times a year gives our staff and students the concrete means to

strengthen our school's culture, as well as our community and our planet. Bringing our camp experiences back to Manhattan, we will work in partnership with The Lower East Side Ecology Center on long-term stewardship projects in areas such as composting, recycling and water purity. Meaningfully integrating artistic, academic and nature-based learning, these projects will help our students use their creative and intellectual skills to make a substantive impact on the ecological health of their community.

G. **Target Population/Community Served:** We seek to make rigorous academic instruction and strong artistic programming accessible to all. We are a non-selective (non-audition) school and will encourage enrollment of all interested students, regardless of previous access to or skill level in the arts. Because commitment to diversity is central to our mission, we will actively recruit a student body reflective of CSD 1's demographics, with particular outreach to English Language Learners, students with disabilities, and students eligible for free and reduced price lunch (FRPL).

H. **Replication of High Quality School Models:** Not Applicable

❸ Enrollment & Retention Targets

Recruitment

A. **Those Identified in School's Mission:** We have partnered with New Design High School, a CSD 1 district school with mission alignment, to support our recruitment efforts and community engagement. They have committed space and human capital to this effort. We will hold our first Town Hall in their auditorium in mid-March. Through collaboration with many local community-based organizations (CBOs), parent networks and New York City Housing Authority (NYCHA) Residents Associations in and out of CSD 1, we are successfully reaching a broad and diverse cross-section of families committed to enrolling their students in our lottery.

B. **Students with Disabilities:** As the arts are frequently a lifeline to students who struggle in traditional educational environments, we will actively recruit students with Individualized Education Programs (IEPs). Our goal will be to exceed the CSD 1 target of 21% students with disabilities for our incoming class of 6th graders, thus serving more students with disabilities than our local charter counterparts. We are partnering with CBOs that serve families of students with disabilities, and our outreach and marketing materials highlight our multi-tiered student support program. During lottery enrollment, we plan to work with guidance counselors and school administrators at CSD 1 elementary schools to identify and reach out to more of these families. We will also continue to follow up with the numerous emails and survey responses from 4th grade families of students with disabilities who specifically want an arts-focused environment to help meet their students' needs.

C. **English Language Learners:** With the support of Henry Street and University Settlement Houses, the founding team has reached out to and gathered support from numerous families of newcomers who speak languages other than English at home. This priority will continue to drive our efforts to recruit a student population that exceeds CSD 1's 13% composition of 6th grade students who are English Language Learners (ELLs). In addition, we will collaborate with strong bilingual schools such as American Dream Charter School and Emma Lazarus High School in order to better distribute information about our school to large groups of newcomers. Our workshops and information sessions have been held in English and Spanish, with all written materials translated into both languages. We have secured Mandarin translation—in person and in print—for all information session/student recruitment meetings. Three of our board members are native Spanish speakers; two are of Chinese-American descent, and one speaks Cantonese. A compelling programmatic element for families is the fact that co-founder Kate Quarfordt's theater classes are conducted in English and Spanish. In addition, we have prioritized the hiring of a Mandarin-speaking founding staff member.

D. **Students Eligible for Free and Reduced Price Lunch:** We are committed to building a school that addresses the education-related obstacles that living in poverty presents. Recruiting a

population of students eligible for FRPL comparable to the district average of 78% is critical. The Juilliard School's education outreach department draws low-income students from all over the city, and we anticipate their immense recruitment capacity having a strong impact on our outreach. We have also established strong relationships with local settlement houses, temporary housing facilities, the local Boys and Girls clubs, and dozens of NYCHA Tenants Associations; combined, these entities serve thousands of students eligible for FRPL. By holding information sessions and workshops for young people in spaces that serve low-income families, we have obtained commitments from 53 families who intend to enroll their current fourth graders in 2016. This overwhelmingly positive response and intent to enroll–both in and out of CSD 1–leaves us confident that we will comfortably match the district average.

Retention

A. **Those Identified in the School's Mission:** The founders of City School of the Arts are committed to building and retaining a diverse student body. We believe our partnerships with The Juilliard School and other prestigious arts organizations in combination with our youth leadership focus and commitment to democratic practices will create a dedicated, invested and loyal community of learners.

B. **Students with Disabilities:** Founding Director of Operations and Special Education Sara Sheffer Corona has a decade of experience coordinating special education programs in charter schools. Having served as special education coordinator at Uncommon Schools and DC Prep, Corona will use data from the Committee for Special Education and internal assessments to identify deficit areas, and the Response to Intervention (RTI) model to track student growth collaboratively and efficiently. Those students identified as having special needs prior to arriving at City School of the Arts will receive their prescribed support with a constant push towards maximizing time with their general education peers, and Corona will collaborate with local charter and district middle schools to source the highest quality related service providers.

C. **English Language Learners:** In the course of our outreach we met with upwards of thirty families who speak languages other than English at home; many expressed concerns that their students had scored 1s and 2s on the ELA exam due to lack of adequate language support in their district middle schools. Incoming ELLs at City School of the Arts will be assessed over the summer and placed in small groups to receive targeted instruction to supplement their ELA classes. A range of programs, including Words Their Way, the Wilson phonics support system, and Harvard's pilot program Word Generation will be used to address specific student needs, with particular support available for students more accustomed to a logographic alphabet and/or with limited exposure to the English phonological system and American English intonation. All teachers will receive professional development on how to address academic language and vocabulary in the classroom to help develop students' speaking and listening skills in addition to typically targeted skills of reading and writing. In these ways, we will ensure that ELLs develop skills in all four modalities required for academic success. City School of the Arts will deliver all newsletters and notes/calls home to ELL families in their identified preferred language.

D. **Students Eligible for Free and Reduced Price Lunch:** Testing data from CSD 1 bears out a stark correlation between academic achievement and socio-economic status. Last year in CSD 1, only 20% of students eligible for FRPL passed the ELA state exam, while 66% of their peers who were not eligible passed with 3's and 4's. We will equip our teachers to confront this disparity with Professional Development provided by The Yellin Center designed to help educators understand and address the educational challenges faced by students living in poverty. Informed by countless studies documenting the success of arts education in combating drop-out rates among urban youth living in poverty, we will follow the lead of high-performing arts-based schools with strong retention rates for lower income students like Boston Arts Academy and Renaissance Arts Academy in LA. Creating a nurturing, arts-rich educational environment that holds students and families to high expectations for active involvement, we will exceed district

attendance averages and achieve exceptional retention rates for all students, including those from low-income families.

4 Public Outreach & Community Support

A. Public Outreach: We are committed to ensuring that the design process of our school is transparent and collaborative. We have forged strong relationships with CBOs that serve thousands of local families; we have met with elected officials to learn about the concerns of their constituents, and we have received feedback on our school design from hundreds of local educators, parents, and community stakeholders. We are learning what matters to *students* by producing regular youth poetry workshops in local public housing developments, and inviting young people to attend our weekly focus groups with their families. We met with our CEC President, and presented our plans for City School of the Arts at their June school board meeting. Their questions and feedback directly impacted our approach to recruiting for diversity and creating charter-district partnerships. Local CBOs including Henry Street Settlement, University Settlement, The Educational Alliance, CITYarts, Abrons Arts Center, and the Lower East Side Ecology Center have pledged their full support of our mission and are committed to supporting our student recruitment efforts.

Our community outreach has also been strengthened by the September 2014 launch of our monthly newsletter, which currently reaches an audience of over 500 subscribers. Our website (www.cityschoolofthearts.org) and blog have also broadened our connections, with hundreds of views since going live in December. Our Facebook page received 300 'likes' within its first 24 hours of existence, and has been accessed over 17,000 times. With 759 signatures and counting, our online petition of support includes over 50 positive comments. In addition to key partners in the community, we have connected with several philanthropic foundations and individuals eager to invest in the creation of our school. To initiate a development campaign immediately upon receiving a charter, we have secured the Apprentice Foundation to be a fiscal sponsor.

B. Assessment of Parent Interest: Last year, only 51% of CSD 1 families who entered a charter school lottery were granted a seat. Of the 150+ parents with whom we've met, almost all expressed desire for more arts-based classes, and many cited space constraints and limited human resources as reasons for the lack of artistic programming in local district schools. As a response, we intend to secure a private space with two full-time artistic teachers per grade. In addition, parents expressed excitement that our partnership with Juilliard would allow their children to participate in onsite after-school and weekend programming, and that our democratic practices will invite active family participation.

Our community outreach was targeted specifically to CSD 1; however, in response to our Facebook page, newsletter, and website, we have received numerous inquires from families in other districts. Based on this interest, we have begun to broaden our outreach by scheduling information sessions in CSDs 2 and 3 in Manhattan and 12 and 13 in Brooklyn. We anticipate our Town Hall meeting, scheduled for mid-March, to draw parents from all these districts. To date, we have 53 intent-to-enroll signatures and over 700 petition signatures in support of the creation of our school. While some parents we've spoken with have shared misgivings about the charter movement in general, their response to our proposed non-selective art-based public school has been overwhelmingly positive. The founding team and board of trustees of City School of the Arts are confident that we possess the capacity and public support to create a thriving new middle school in Lower Manhattan.

5 Proposed Board Chair Signature & Date

Danal Abrams, Board Chair

2/10/2015
Date

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

CHARTER SCHOOL OFFICE
ROOM 5N EB Mezzanine, 89 WASHINGTON AVENUE, ALBANY NY, 12234
Tel. 518/474-1762; Fax 518/474-1405; charterschools@nysed.gov

VIA ELECTRONIC TRANSMISSION

February 24, 2015

Danal Abrams
[redacted]

Jamie Davidson
jamiesdavidson@gmail.com

Dear Mr. Adams and Ms. Davidson:

Thank you for your submission of a Letter of Intent to Apply for a charter authorized by the Board of Regents to establish the proposed **New York City Charter School of the Arts**. The Department's Charter School Office staff have reviewed your Letter of Intent and find that it contains the required information and submission requirements, as described in the *2015 Request for Proposals to Establish Charter Schools Authorized by the Board of Regents (RFP)*. Accordingly, your Letter of Intent is accepted for the 2015 Round 1 new charter school application review cycle, and it is my pleasure to invite your applicant group to submit a Full Application for further evaluation.

The 2015 RFP, Full Application materials, updates, and related information are available on the Department's web page at www.p12.nysed.gov/psc/startcharter.html. The deadline for submission of the Full Application and all required attachments is **3:00 p.m., March 20, 2015**. Please follow the submission directions outlined in the RFP and in the submissions portal at https://nysed-cso.fluidreview.com. The portal will open on February 26, 2015.

Each Full Application will be subject to the comprehensive review and evaluation process outlined in the RFP. Round 1 evaluations will be completed by mid to late May. Recommendations will be made for action by the Board of Regents at the Board's June meeting. All schools issued charters in 2015 will be authorized to open in the Summer/Fall of 2016.

Thank you for your work and commitment to the education of all students in New York State. We look forward to reviewing your charter school application. Should you have any questions or require additional information, please contact us at charterschools@nysed.gov or call [redacted]

Sincerely,

Vickie Smith
New Schools Coordinator

cc: Bill Clarke

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

DIRECTOR
CHARTER SCHOOL OFFICE
ROOM 5N EB Mezzanine, 89 WASHINGTON AVENUE, ALBANY NY, 12234
Tel: 518/474-1762; Fax: 518/474-3209; charterschools@nysed.gov

Via Electronic Transmission

May 4, 2015

Danal Abrams

Jamie Davidson
jamiesdavidson@gmail.com

Dear Mr. Abrams and Ms. Davidson:

Thank you for your submission of the charter school application to establish **New York City Charter School of the Arts**. After a comprehensive review, the Department's Charter School Office finds that your application does not meet the evaluation criteria set forth in the *2015 Request for Proposals to Establish Charter Schools Authorized by the Board of Regents* (RFP). Therefore, your applicant group will not receive an invitation to participate in the Capacity Interview.

An expert review panel, which included professional consultants, peer reviewers active in public schools (including charter schools), and qualified Department staff members, evaluated the Full Application according to the criteria published in the Application Kit. Attached to this letter is a summary of some of the review panel's significant findings. This summary is designed to provide you with a better understanding of the rigorous approval criteria and the expectations the Board of Regents has established for a high quality charter school application.

You may request to withdraw your application from further consideration by letter or email to charterschools@nysed.gov. If you choose not to withdraw your application, the Charter School Office staff will prepare a recommendation for formal disapproval of the application to establish **New York City Charter School of the Arts** by the Board of Regents at its June 15-16, 2015 meeting.

Staff and I acknowledge the time and effort your applicant group spent to design an engaging and viable education program to meet the needs of students in your community. Please take time to thoroughly review the attached summary of findings with all members of the applicant group. If you have any questions concerning the summary of findings, please feel free to contact Vickie Smith, New Schools Coordinator, at 518-474-1762 or vickie.smith@nysed.gov.

Thank you for your commitment to excellent schools.

Sincerely,

Bill Clarke

cc: Vickie Smith

Request for Proposals to Establish Charter Schools Authorized by the Board of Regents
2015 Round 1 Review Panel Summary of Significant Findings

New York City Charter School of the Arts

The following summary of reviewer findings is intended to provide the applicant group with a better understanding of the rigorous criteria and expectations for approval to establish a high quality charter school. The findings presented are highlights of specific deficiencies that were noted by the review panel, but should not be viewed as a complete compilation of changes that should be made to the proposal. If the applicant group seeks to submit an application to establish a Regents-authorized charter school in the future, the group should review these findings and consider making appropriate modifications to the school design in view of the evaluation criteria published in the 2015 Request for Proposals to Establish Charter Schools Authorized by the Board of Regents (RFP).

Summary of Findings

- Section I (B) Key Design Elements: The applicant group failed to identify the enrollment preference, if any, for students the applicant group has defined as at-risk of academic failure; demonstrate how the key design elements will serve the diverse needs of all students; and present evidence of success if drawing on existing school models (i.e., the Boston Arts Academy in Massachusetts, City Neighbors Middle School in Maryland, or Renaissance Arts Academy in California). The application does not present research or other information that supports the efficacy of the proposed school design, which may not have a precedent.

- Section II (B) School Schedule and Calendar: Additional information describing how the four phases of the Season Wheel applies to the weekly schedule and calendar would have provided a better understanding of the school day and year.

- Section II (C) Curriculum and Instruction: The Studio Model layered on top of the four phases of the Season Wheel is ambitious but confusing. Additionally, absent from the narrative was a discussion of reading instruction, raising the question of how the school will support students who are not reading on grade level. In addition, it was not clear how Connected Math will interface with Harkness Math and when the Word Generation curriculum will be implemented for “all teachers” as indicated in the application. Despite these concerns, the reviewers indicated that the curriculum area is a strong component of the application and presents a potentially innovative program for students.

- Section II (D) Assessment System: The applicant group provided a list of the formative and summative assessment instruments which align with the proposed school’s mission and overall education plan but is inconsistent with the assessments required to determine progress toward meeting the stated achievement goals. For example, the applicant group did not mention or reference the Integrated Algebra Regents, Living Environment Regents, and Scholastic Reading Counts, each of which is intended to measure the progress of the stated goals. The applicant group did not clearly describe how the processes of administering assessments, analyzing assessment information and developing resultant action plans will be managed within the school, and did not explain how the school will use assessment data to inform key decisions aimed at improving academic outcomes. While the application presented elements of an assessment system, it failed to clearly describe a school-wide assessment system or approach.

- Section II (E) Performance, Promotion, and Graduation Standards: The applicant group did not sufficiently demonstrate that the promotion and graduation standards are aligned with

the school's mission, educational program, and assessment system; describe the proposed school's policies and standards for promoting students to the next grade, achievement level, or grouping level; or provide sample promotion/exit standards for each of the school's grade-level groupings, to allow the reviewers (and families) to have a clear sense of what students will know and be able to do at the end of the last grade of each school level.

- Section II (F) School Culture and Climate: The applicant group presented a discipline policy that omits due process requirements for students with disabilities and fails to specifically address the requirements of the Dignity for All Students Act.

- Section II (G) Special Student Populations and Related Services: The applicant group briefly addressed most of the evaluation criteria, but did not describe a clear plan for a responsive general education classroom, nor how the proposed school will provide all students, including students with disabilities and English language learners (ELLs), with meaningful access to participate and progress in the general education curriculum. The Response to Intervention process is referenced but not clearly or sufficiently described.

- Section III (B) Board of Trustees and Governance: The applicant group failed to demonstrate a clear understanding of the roles and responsibilities of a charter school board of trustees and its officers, including a clear understanding of the administrative relationship between the charter school governing board and the Board of Regents as the chartering entity. The application did not describe recruitment, selection, and development plans for members of the board of trustees and information about any critical board seats to be filled in the future. Additionally, the applicant group references but does not elaborate on the role of an advisory board and its relationship to the board of trustees. (The Advisory Board appears to have a direct relationship to staff and not the board of trustees).

- Section III (B) Attachment 5b: By-Laws: The applicant group presented by-laws that do not satisfy the requirements of the Education Law and all applicable laws and regulations governing education corporations in the State of New York with respect to the number of board meetings per year (which is 12) and school staff serving on the board of trustees.

- Section III (C) Management and Staffing: The applicant group presented an organizational chart that is unique and different from the organizational charts of traditional public schools. However, the organizational chart appears to be designed around the strengths of specific individuals, which raises concern about the stability and sustainability of the organization. Additionally, some positions discussed in the narrative are included in the staffing chart but not the organizational chart. The applicant group did not address twelve evaluation criteria in this section. Additionally, the applicant group identifies a number of artistic classes that will be staffed by a number of significant artistic partners. However, the applicant group did not provide documentation regarding the terms (including costs) of the partnerships or present persuasive evidence that the plan for the affiliation is sound and that the purpose(s) is/are likely to support achievement of the school's mission.

- Section III (D) Evaluation and III (E) Professional Development: The applicant group superficially described the evaluation criteria in both sections and failed to present a coherent evaluation plan and a high quality professional development plan.

- Section III (F) Facilities: The applicant group failed to demonstrate a sound understanding of facilities needs and did not present information regarding the facilities to be used by the school, and facility needs based on the educational program and anticipated enrollment. For example, the applicant did not describe the number and size of the classrooms, common areas, administrative areas, recreational space, and any community facilities necessary to implement the program as described.

- Section III (J) Financial Management: The applicant group did not present evidence that the school has or will have the capacity to develop adequate policies and processes for tracking enrollment and attendance eligibility, eligibility for free- and reduced- priced lunch, and special education and other services for special populations of students.

- Section III (K) Budget and Cash Flow: The applicant group failed to present budget priorities and corresponding budget assumptions that are consistent with and support key parts of the overall application. The applicant group referenced staff positions in the narrative but did not include those positions in the budget. The applicant group referenced significant partnerships without discussing the fee structure for each, while including $20,000 in the budget for some partnerships by name, but not all.

Overall

The applicant group presented a conceptually innovative application but did not provide a cohesive and aligned implementation plan that demonstrates the readiness required to launch and operate a high quality charter school. Broad areas of concern are contained within the education plan and the organization plan.

R04 – School Enrollment

NUMBER OF CLASSES BY GRADE						
GRADES	**LEVEL**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**
Kindergarten	Elementary School	-	-	-	-	-
1st Grade	Elementary School	-	-	-	-	-
2nd Grade	Elementary School	-	-	-	-	-
3rd Grade	Elementary School	-	-	-	-	-
4th Grade	Elementary School	-	-	-	-	-
5th Grade	Elementary/Middle School	-	-	-	-	-
6th Grade	Middle School	4	4	4	4	4
7th Grade	Middle School	-	4	4	4	4
8th Grade	Middle School	-	-	4	4	4
9th Grade	High School	-	-	-	-	-
10th Grade	High School	-	-	-	-	-
11th Grade	High School	-	-	-	-	-
12th Grade	High School	-	-	-	-	-

Page

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	**LEVEL**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**
Kindergarten	Elementary School	-	-	-	-	-
1st Grade	Elementary School	-	-	-	-	-
2nd Grade	Elementary School	-	-	-	-	-
3rd Grade	Elementary School	-	-	-	-	-
4th Grade	Elementary School	-	-	-	-	-
5th Grade	Elementary/Middle School	-	-	-	-	-
6th Grade	Middle School	26.00	26.00	26.00	26.00	26.00
7th Grade	Middle School	-	26.00	26.00	26.00	26.00
8th Grade	Middle School	-	-	26.00	26.00	26.00
9th Grade	High School	-	-	-	-	-
10th Grade	High School	-	-	-	-	-
11th Grade	High School	-	-	-	-	-
12th Grade	High School	-	-	-	-	-

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	-	-	-	-	-
Total Middle School Enrollment	102.00	204.00	306.00	306.00	306.00
Total High School Enrollment	-	-	-	-	-
Total Enrollment	102.00	204.00	306.00	306.00	306.00
Change in Net Enrollment from Prior Year (Count)	102.00	102.00	102.00	-	-
Change in Net Enrollment from Prior Year (Percent)	100.0%	50.0%	33.3%	0.0%	0.0%
Anticipated rate of attrition (Percent)	0.0%	0.0%	0.0%	0.0%	0.0%

ADDITIONAL NOTES/COMMENTS

If Chartered, New York City Charter School of the Arts will open in the Fall of 2016. The school will serve 102 sixth graders. Starting with only one grade will ensure the smoothest opening possibly, and enable us to focus solely on the needs on grade of students. Ultimately, NYCCSA would serve students in 6th through eighth grades. The school will grow along with the number of students, by adding additional teachers, leaders and staff. This middle school grade configuration is consistent with the vast majority of public and private schools serving students from CSDs 1 and 2. There is currently a lack of middle school options in these districts, compared with elementary and high school options, which led to an overwhelmingly positive response from members of the community, who were aware of this deficiency.

The enrollment chart reflects the school's plans to admit new students in seventh and eighth grades to achieve the approximate total numbers listed. It is conceivable that the grade breakdown could change slightly, based on community demand.

We assume student attrition of 7.5% in 6th grade, dropping to 5% in 7th and 8th grades. These rates were determined based on conversations with established charter school leaders and reviews of academic literature on attrition in New York City public schools.

NYCCSA will backfill empty seats from our wait list, if we have one, or by advertising vacancies to the community and conducting a lottery if there are more responses than available seats.

We recognize that students first enrolling in later grades may be admitted with academic deficiencies, and/or simply be less familiar with the sequenced background knowledge NYCCSA students will have at that time. We are confident that our RtI approach will enable all students who enter at later grades or points in the school year to succeed.

If chartered, NYCCSA would ultimately like to serve students and both middle and high schools, should our model prove successful and the demand is represented in the community.

R05 - Curriculum and Instruction Design

R05a - Curriculum Selection and Processes

Overview

After visiting dozens of schools and meeting with middle school teachers across the country, we selected curricula that are supporting exceptional results at independent schools, district schools, and charter schools alike. The Leadership Team and Board of Trustees of City School of the Arts are serious about collaboration across sectors; it is thus not an accident that our academic program borrows pedagogical methods and content delivery mechanisms from a wide spectrum of institutions, from The Fieldston School for Ethical Culture, an independent school with a long legacy of progressive education, to Bronx Park, a relatively new district middle school in the Bronx that uses interdisciplinary project-based learning to engage a diverse learning community; and from charter school innovators Uncommon Schools to prestigious single sex independent school Spence. We believe that the programs described in this section are the best fits for our model, not only because of their high expectations for student output, but also because they put the learner at the center of the learning process.

Our thematically organized, arts-infused academic program will integrate pre-selected Common Core aligned curricula in Math and Science with a home-grown humanities program that ties big concepts and enduring understandings together in 5 engaging, relevant units of study.

We will use Pearson's inquiry-based Connected Math Program (CMP3) in 6-8 Math, and the Full Option Science System (FOSS) curriculum for Science 6-8. Both programs are common core aligned, provide clear road maps for teachers, students, and families, and build in comprehensive checks for understanding so that we all have the tools to monitor mastery and re-teach, remediate, or enrich when appropriate. Our humanities teachers will collaboratively co-plan lessons that ties in the

Math: Rationale for CMP3

After careful consideration of many different math programs, we selected Pearson's Connected Mathematics Project (CMP3) because its problem-based learning approach to teaching complex common core aligned standards hooks kids in a meaningful way. Just as we push students to activate prior knowledge when they read a new text or practice a new skill, so too should they have the dexterity to understand numbers as stories. New standards for children ask them to process mathematical language, and make meaning to derive a solution. CMP3 puts kids in the driver's seat to do that.

We conducted a gap analysis against the Engage New York State Standards Guide for math, and while all major topics are covered by the CMP3 program, there are some select of units, such as *Integers and Number Sense* and *Probability,* that emphasize conceptual understanding at the expense of algorithms

or procedure. Because we believe it is important to equip students with ***multiple*** strategies for solving problems, we will supplement CMP3 with tools developed by other charter networks such as Uncommon Schools, KIPP, and DC Prep. With a robust mathematical toolbox, we further empower kids to take ownership of their learning process when they can choose the method of engagement. (See **Humanities Overview** below).

In partnership with the Math Department at the Spence School and at Packer, founding teachers will attend a 3-day training at the University of Michigan in late Spring before they join us at Summer institute in August; this was another rationale for choosing CMP3 – we inherit an experienced network of collaborators at no cost.

Science: Rationale for Full Option Science System (FOSS)

Science will emphasize applied topics and include an extended lab period weekly at every grade level. We will use the Full Option Science System (FOSS) curriculum, a research-based program developed at the University of California, Berkeley, to provide meaningful science education culminating in the Grade 8 Earth Science Regents. Students will explore inquiry standards such as formulating a testable hypothesis, designing and conducting an experiment, analyzing and presenting data and findings in multiple modalities, and making inferences based on patterns or trends in the data when they conducts experiments in and outside of school on their extended lab day, a 2-hour block.

Two compelling points landed us with FOSS: first, Harlem Village Academies (HVA) have been using FOSS Science for years and teachers report extremely high levels of satisfaction with it. HVA chose FOSS because they, like us, believe in progressive practices for 21st century teaching. In a world driven by data, it is easy to lose sight of **WHY** we believe that the highest impact learning takes place when the teacher talks the least and the child discovers the world for him or herself. At the suggestion of teachers and Instructional leaders at HVA, we will not schedule labs at the end of the day for 6th graders (they get too tired to maximize their "AHA" moments), and we will use supplementary materials to teach kids how to write lab reports. Instructional Leaders at Harlem Village Academies also noted that FOSS organizes s unites meticulously by subject, ranging from The Human Brain to Forces and Motion, so it is easy for teachers to plan ahead and across content areas. Each year, students will be exposed to Physical Science, Earth Science, and Life Science.

Rationale: Teacher-Designed Humanities Curriculum

Numerous studies and successful school models have shown that maintaining an integrated model of ELA and Social Studies beyond elementary school, as opposed to departmentalizing reading, writing, and social studies, can mitigate the decline in reading scores and writing skills we see when kids inter middle school[1]. The Westchester Curriculum Council (WCC) and the Integrated ELA and Social Studies Contortion (IESSC) both examined the effects of continuing the combined Literacy + Social Studies block beyond elementary school. Over twelve years of longitudinal research demonstrated that students became better readers when text was contextualized, better writers when exposures to

[1] McGrath, C. J., & Rust, J. O. (2002). Academic achievement and between-class transition time for self-contained and departmental upper-elementary classes. Journal of Instructional Psychology, 29, 40.

multiple genres was plentiful and varied, and delveoped more robust vocabularies because they were constantly reading across subject areas, genres, and types of text[2]. Some of New York City's highest performing charter elementary schools are seeing their students plateau in the 5th grade, when they leave their self-contained classroom. The significant growth scores we see from students at Harlem Success and Achievement First in Elementary School can often be attributed to teachers' intimate knowledge of students, and their adept use of data to drive instruction; this is a markedly easier practice when you have more time with the same kids.

Lessons, materials, and units for Humanities will grow out of Wiggins& McTighe's Understanding by Design (UbD) framework, and teachers will be given ample time in school to complete extensive UbDs plan, often 4+ weeks before the unit begins, so that they can fortify their plans as the ideas marinate. Lessons will follow the **GANAG** framework, and formative assessments will test skills and knowledge narrowly by domain (citing evidence from a fictional text [ELA] or identifying the social factors that led to a political decision [Social Studies], for example), all summative assessments will be integrated and multi-faceted.

Rationale: Thematic Units

We decided to organize curriculum thematically—by grade level and by content area – to address the neurological and cognitive needs of a child's developing brain. Compelling research correlates student engagement rooted in consistency via academic theme to high levels of achievement, and, perhaps more importantly, lower rates of school-related anxiety, depression, or aggression.[3]

To meet the demands of today's high standards for learning, preparing our students for success in High School, college, and career, teachers must expose students to a wide variety of topics and related competencies so that creativity can be leveraged, not squandered, to close achievement gaps. While middle school students and families with whom we have met often cite aspects of their schooling that they enjoy, many attribute lack-luster achievement to a lack of care, engagement, or investment in school.

Engaging curriculum should meet students where they are; developmentally appropriate themes will unite curricula at each grade level of middle school—from when they come as 6th graders, to their 'middler' 7th grade year, to their 8th grade year as leaders on the cusp of high school. Accordingly, our 6th graders will study the theme of "Systems," the 7th graders will study "Disruption," and the 8th graders will focus on the theme of "Paradox." Analysis and examples of this thematically organized approach can be found below.

---

[2] A number of venerable educators, from John Dewey to Howard Gardner to the founders of High Tech High, have promoted the notion that studying subjects in a holistic, contextual way, rather than in a vacuum, results in higher academic outcomes for all students.

[3] The Whole Child Initiative (http://www.ascd.org/programs/The-Whole-Child/Engaged.aspx) of ASCD released a study demonstrating that increasing student engagement through one unifying theme deepens understandings and allows them to engage higher order thinking more readily.

R01b - Assessment System

While supporting the Whole Child is at the center of our mission, measured excellence and the practice of competency-based self-monitoring in all academic content areas is crucial to our academic model. A number of studies have shown that, in this era of standardization and high stakes assessment, students can benefit greatly from using concrete outcomes to goal-set and take ownership of their learning. Coordinated by the Principal, Director of Arts Integration and Culture, and the Director of Student Support, our assessment system will allow us to collect diagnostic, formative, and summative data about our students so that instruction is tailored to students' strengths and growth areas. Predictive standardized tests will be administered frequently, and results will always be shared with stakeholders. A number of studies confirm that use of empirical, standardized data in schools improves student motivation, engagement, and learning; if implemented correctly, transparency around student achievement data can promote intrinsic motivation, internally controlled effort, mastery of goal orientation, and more meaningful learning.[4] Paul Bambrick-Santoyo's *Five Core Drivers* provide a clear, simple set of conditions that must be in place to maximize our use of assessment data :

- Transparent starting point
- Common and Interim
- Aligned to state tests and college readiness
- Aligned to instructional sequence
- Reassessed [5]

Data from assessments will be used by teachers to plan their instruction, differentiate by topic, skill, student, or class, and identify students for intervention (assessment data will play an integral role in our RtI program). While we will not evaluate teachers based on student data, Instructional Leaders will analyze test data collaboratively with teachers so ensure that their planning is responsive to their students' needs in their planning. Particularly in math, Instructional Leaders will cross-reference ANet data by skill and standard with scope and sequence of CMP3, helping math teachers determine pacing for a given topic. Additionally, positive trends in mastery will be used by everyone in the building to celebrate success and build knowledge incrementally. An overview of our assessment system follows.

Formative Assessments

Teachers will be supported in using a diverse means of assessing progress toward mastery of skills and content on a daily basis. Some formative assessment tools may include exit tickets, quizzes, class-work, homework, writing blog posts, oral presentations, public debate, assignments on note-reading and rhythmic accuracy, and participation in Socratic seminars.

Students will take four ANet interim assessments before the New York State test; data from these formative assessments will be used by all teachers and leaders to improve instruction by targeting

[4] James McMillan and Jessica Hearn published the 2010 article The Key to Stronger Student Motivation and Higher Achievement to reveal their findings on the use of standardized data to support academic and socio-emotional growth for adolescents.

[5] *Leverage Leadership* Bambrick-Santoyo, 2010, p. 28

specific skills and standards. The Principal will be the primary facilitator, interfacing with the ANet coach and other representatives, but all leaders and teachers will be expected to take ownership in using these formative assessments, and supported in doing so by the school's leadership.

Progress in the arts will be monitored and assessed through means appropriate to each individual discipline. These may include standard theory tests and quizzes, performance juries, short and long-term projects, participation in ensembles and visual art portfolios. Any student determined to be struggling in an artistic class will receive immediate intervention as determined by the Artistic Director in collaboration with the Director of Student Support. Targeted intervention will include an array of learning tools, including visual, auditory and kinesthetic options, so that all students master content according to their individual learning strengths.

Summative Assessments in Humanities and STEAM

Each year, students at City School of the Arts complete two interdisciplinary, arts-infused culminating projects, one focused on Humanities and one focused on STEM. Two of our partner organizations will play key roles in helping our teachers design, facilitate and support these projects: Young Audiences for Humanities and Lower East Side Ecology Center for STEM. In both domains, these projects require students to integrate academic scholarship, artistic studies and socio-emotional work in the service of purposeful social impact while exercising a high level of personal choice and self-direction.

The first of these two yearly culminating projects will take place during second trimester and will focus on the Humanities. Designed over the course of our planning year in partnership with Young Audiences using their existing programming as a springboard, this project will require students to read and closely analyze a work of fiction, watch and critique a professional theatrical adaptation of the work produced by Young Audience's Literature to Life artists, extract a personally and socially relevant theme from the work, and then write and perform a short Moth-style monologue designed to engage an audience in critical discussion of that theme. We envision an evening showcase of these monologues to take place at The American Place theater, the same theater where Literature to Life performances take place, underscoring the seriousness with which we position our young learners as artists and leaders and erasing the boundary between "schoolwork" and real-life, socially impactful work in the world.

The second culminating project will occur during third trimester and will focus on science and social impact. In collaboration with the Education staff of Lower East Side Ecology Center, students will design projects in alignment with their grade-level theme. In 6th Grade, students will focus on Systems, delving into issues of ecosystems and sustainability. In 7th grade students will focus on Disruption, analyzing the effects of water pollution on the plant and animal life of the East River. As 8th graders, students will focus on the theme Paradox, researching the tensions inherent in maintaining the ecological health and vitality of urban communities. Final projects might include videos, blogs, published articles, rigorous data analyses, graphs, and town hall debates. A key feature of science culminating projects is that students will gradually take ownership of their own progress supported by use of an online portal such as Project Foundry

Diagnostic Assessments

Prior to their first day of school, all incoming 6th graders will complete the Scholastic Reading Inventory and a diagnostic writing assessment. Both of these assessments will be administered on the computer in the Spring/Summer before students arrive so that we can provide teachers and leaders with initial academic snapshots when they begin Teacher Academy in August. Students whose first Language is not English or who qualify for ELL services will also take the NYSITELL in the Spring/Summer before teacher Institute. By the end of September, all students will take their diagnostic Achievement Network (ANet) exam in Math and ELA. Note that students will NOT take the Scholastic Math Inventory, as it assesses many of the same skills ANet does, and we want to be mindful of over-testing our students.

Test	Time	Purpose	Format
Achievement Network (ANet) – Baseline test	2 hours / subject (totaling 4 hours over 4 days)	To collect data about incoming ELA and Math competencies and establish initial baseline for progress toward gaining proficiency in Math and ELA as measured by the New York State Test	Paper/pencil
Diagnostic Writing Assessment	1 hour	To assess students' technical and analytical writing skills as evaluated by the New York State Test to provide teacher's with baseline data for writing skills	Computer
Scholastic Reading Inventory	Less than 1 hour	To determine students' reading levels by Lexile. This allows kids to choose "just-right" independent reading books and equipped teachers with useful snapshot data about their students' reading levels	Computer

Rationales for Scholastic Reading Inventory, Achievement Network, and Writing Assessment

- ***Scholastic Reading Inventory*** is a computer based, nationally standardized adaptive assessment tool that measures reading skills and longitudinal progress for each student using the Lexile Framework for Reading. The Lexile scale is a scientifically proven tool that measures students' reading skills and the difficulty of the text simultaneously. The test is not time intensive, can be administered quickly and efficiently, and produces instantaneous data about students' reading comprehension skills for teachers, leaders, and families.

- After careful consideration of three leading outsourced assessment programs, we selected ***The Achievement Network (ANet)*** for five main reasons:

  1) **The tests are strong:** Meticulously developed to mirror the format and question type of common core aligned New York State summative assessments, ANet's tests are crafted not only to assess progress towards mastery of standards, but also provide information about *why* students are struggling in specific areas.
  2) **The data reports turn around fast and are easy to interpret:** ANet's integrated online platform (myANet, which all teachers can access at any time) features data reports that can be broken down in a number of ways, "micro-misconception guides" that explain *why* students arrive at wrong answers, graphs and charts that allow teachers and leaders to track progress by standard, cohort or student, and tools to re-teach and re-assess growth areas.
  3) **ANet comes with a coach:** Contracting with ANet will entitle us to a dedicated coach to work with teachers and leaders to respond to data and maximize the impact of this tool. Having a dedicated coach with assessment expertise will allow our teachers to be responsive to data without foregoing their precious planning time to do the heavy lifting with regards to analysis.
  4) **ANet gives comparable data:** Hundreds of schools in the Northeast are currently using ANet interim assessments. As a result, they are able provide comparable metrics to track progress; we would be able to analyze our students' competencies and growth patterns in comparison to a diverse range of schools, breaking data down by district, type of school, or standard.
  5) **Professional Development and Networking opportunities:** ANet brings together many different types of schools, whether district, charter, or other, to better serve students using data. The community of schools using ANet assembles often through Professional Development opportunities, Happy Hours, and focused events to facilitate the sharing of best practices with teachers. We believe there is a great deal to gain from others by joining the ANet community.

- ***Diagnostic Writing Assessments*** will inventory initial strengths and weaknesses in writing. Students will complete two written responses, one short and one extended, before they begin school. Teachers and leaders will evaluate them using the New York State 6-8 Writing Evaluation Rubric (the short response: graded on a 2-points scale, extended response: 4-point scale); this process will be led by the Director of Student Support and supported by the Principal and Rebecca Lebowitz, whose Doctoral work at Harvard focuses on teaching writing. The prompts will be created by the Director of Student Support in conjunction with the Literacy Consultant, and every writing assessment will be back-checked, or read twice by grading team, before grades are finalized.

Systems for administering assessments

Ownership of each assessment tool will be shared by the leadership team as follows:

Test	Test type	Owner	Rationale
Scholastic Reading Inventory	Diagnostic Reading	Director of Student Support	Director of Student Support will monitor all students' reading levels closely, supporting the wide array of student profiles distinctly.
Diagnostic Writing Assessment	Diagnostic Writing	Director of Student Support	Writing is the glue that holds cross-content work together. By coordinating the assessment of writing skills, the Director of Arts Integration and Culture can help support teachers to improve student writing across the disciplines
Achievement Network	Diagnostic and Formative	Principal	The Principal will be the primary contact with ANet, delegating logistical planning for testing to the Director of Ops, addressing weaknesses to the Director of Student Support, and responding to patterns in reading and writing to the Director of Arts Integration and Culture
NYSESLAT (for ELL students only)	Summative	Director of Student Support	Designed to annually assess the English language proficiency of all English

			Language Learners (ELLs)
Interdisciplinary Culminating Project in Humanities	Summative	Director of Arts Integration and Culture	Culminating project will cut across disciplines
Interdisciplinary Culminating Project in STEAM	Summative	Director of Arts Integration and Culture	Culminating project will cut across disciplines
New York State Assessments (ELA and Math in 6^{th} -8^{th} grades and Science in 8^{th} grade)	Summative	Principal and Director of Operations	End of year summative assessments that are critical for accountability purposes. Outcomes also used evaluate the efficacy of the school's program and as diagnostic information with regard to support students in the coming school year.

Sharing data with the Board of Trustees

Results from ANet tests, most current SRI scores will be shared with trustees at every board meeting. Cut across a number of sub-groups, aggregated data will be shared by grade level, subject, special populations such as SPED and ELL, Economically Disadvantaged students, and students at risk of academic failure. This transparency will allow our board to hold us accountable not only for achieving high academic outcomes, but also staging interventions and addressing growth areas accurately and appropriately. Additionally, keeping the board abreast of student growth by cohort will allow trustees to weigh in on staffing choices if the Principal or ILT has questions about a given instructor. Additional information about specific trends in growth or cut groups may be requested from the Principal by the Board at any time.

Sharing data with parents and students

It is critical that students take ownership in their learning, and to do so meaningfully, they must understand how they are being assessed. What's more, we believe it is important for parents and families to understand how their children's growth in a school setting are being monitored, and what assessment outcomes mean in the context of their child's development. We will support our families in this process by sharing best practices for tracking data at Family Night in September, and weave information about grades, assessments, and student growth that can't be tracked numerically, through

the Home-Visit program so that students and families have continuous support around having conversations about data.

With this training and consistent messaging for families, they may access up-to-date grades, attendance records, assessment scores, reading level, and discipline record via internal portal through PowerSchool. Families with students with IEPs may also track IEP status on PowerSchool, accessing current accommodations, progress with regrads to specific goals on their IEPs, notes from IEP meetings, and updates from related service providers. The Director of Student Support will maintain accurate, up to date records on PowerSchool, ensuring that students with IEPs' pages are updated twice weekly. The expectation for teachers will be to enter at least three grades/week, and ILT to enter assessment data (ANet, SRI) inwards of one week after test is administered.

R01c – Instructional Methods

New York City Charter School of the Arts' pedagogical philosophy is rooted in the *Studio Thinking Frame*, which uses two "Frames," to help us organize, orient, and define, what is happening for kids when they are learning. All teachers will plan their units using the UbD – each of the five will be submitted in that format – and will submit daily lesson plans in the GANAG[6] format. GANAG is a lesson plan structure introduced by Jane E Pollock in her teaching guide Classroom Instruction that Works, and is used to push kids to be self-reflective around ways in which they are accessing knowledge and engaging in deeper learning. GANAG maps onto the entire lesson; it is an acronym that stands for: Students interact with the **Goals and objectives**, they **access** prior knowledge, dipping into their schemas, receive **new content delivery** or direct instruction, **apply it,** then **generalize i**t, thinking about it globally. If implemented with fidelity, this sequence of self-reflection, practiced daily by kids and planned for meticulously by adults, will result in a community of learners who are not only engaged in high levels of academic study, but also self-aware about it.

Now used to qualify the global condition under which the deep learning can take place, these Studio Habits and Studio Structures were born from the Harvard Graduate School of Education's Project Zero's 15-year longitudinal study observing processes and outcomes in visual art classrooms across the country. Project Zero's conclusions were quickly adopted to understand, and then name, the different forms that the deepest learning, or "Flow[7]" can take. The 8 Habits and 3 Structures will ground the way our teachers think about teaching, students think about learning, and colleagues talk about practice.

[6] Pollock, Jane E. Classroom Instruction that Works. (2001).

[7] "Flow" is a term coined by psychologist Mihalyi Csikszentmihalyi, used to describe a state of being where you are completely focused and absorbed by the task at hand. Child-psychologists study key levers of f "Flow" for kids. Often, it is when difficulty of task and engagement of task are both on the perfectly same level.

8 Studio Habits of Mind:[1]

1. **Develop Craft:** Learning to use tools, materials, artistic conventions; and learning to care for tools, materials, and space.

2. **Engage & Persist:** Learning to embrace problems of relevance within the art world and/or of personal importance, to develop focus conducive to working and persevering at tasks.

3. **Envision:** Learning to picture mentally what cannot be directly observed, and imagine possible next steps in making a piece.

4. **Express:** Learning to create works that convey an idea, a feeling, or a personal meaning.

5. **Observe:** Learning to attend to visual contexts more closely than ordinary "looking" requires, and thereby to see things that otherwise might not be seen.

6. **Reflect:** Learning to think and talk with others about an aspect of one's work or working process, and learning to judge one's own work and working process and the work of others.

7. **Stretch & Explore:** Learning to reach beyond one's capacities, to explore playfully without a preconceived plan, and to embrace the opportunity to learn from mistakes.

8. **Understand (Arts) Community:** Learning to interact as an artist with other artists (i.e., in classrooms, in local arts organizations, and across the art field) and within the broader society. Arts is in parenthesis here as it can easily be switched with other disciplines, like science or history.

3 Studio Structures:

• **Demonstration-Lecture:** Teachers deliver immediately useful and relevant information about processes, products and concepts. Information is conveyed quickly and efficiently to reserve time for work and reflections. Visual examples are frequently included.

• **Students-At-Work:** Students make artworks based on teachers' assignments while teachers observe, consult with individuals or small groups and sometimes address the whole class

. • **Critique:** Students and teachers pause to discuss and reflect on student work, often while it is still in progress. An opportunity for ongoing assessment based on curricular goals and criteria.

Everyone in the building, including non-instructional staff, will be normed on these terms during Summer Institute, and expected to use Studio Habits language to describe the learning skills, techniques, and processes they expect to see in their rooms, as well as the Studio Structures framework to provide rationale for their instructional methods. It is important to note that the 8 Habits of Mind are not hierarchal nor are they mutually exclusive. They can be used across a wide array of disciplines, and have a place in both constructivist and guided instruction settings. By the end of Summer Institute teachers should be able to identify the points at which specific habits will be exercised, and diversify learning activities to broaden access to all of the habits as much as possible.

Gradual Release of Responsibility:
Studio structures as a more progressive, child-focused version of gradual release model.

D. Course Overviews

Overview

Using artistic study and creativity to unlock the multiple intelligences is a fundamental best practice; however, integration of artistic study is seldom done well in New York City's public schools. Exceptional stand-alone artistic classes are not enough; our academic curriculum will be bolstered by study through an artistic lens, and creativity promoting creativity will contribute to high levels of engagement, holding students to a high standard of achievement, and the sense of consistency that is bred through positive student culture and climate.

We believe that an engaging curriculum should meet students where they are developmentally—from when they enter our school as new 6th graders, to their in-between year as 'middler' 7th graders, and finally to their 8th grade year when they transform into emergent leaders on the cusp of high school. Accordingly, we have designed an overarching framework of yearly themes that integrates our academic, artistic, socio-emotional and nature-based programming into a three-part progression with a developmentally appropriate focus on Systems in 6 grade, Disruption in 7 grade and Paradox in 8 grade.

These three themes "Systems" (6), "Disruption" (7) and "Paradox" (8) map intentionally onto the cycle of Thesis-Antithesis-Synthesis, a powerful dialectical triad for understanding systems change across many different literary, historical, mathematical, scientific, artistic and socio-emotional domains.

The table below outlines these themes described.

Grade/ Theme	Developmental/ Socio-Emotional Needs by Grade	Aligned Areas of Academic/ Artistic Study
6th Grade: SYSTEMS	'First-years' (6th graders) need to master systems of foundational academic skills and school-wide cultural norms in order to feel a sense of capacity, safety, orientation, and belonging.	Analyzing social systems, writing systems (conventions and grammar), scientific systems, mathematical systems, and systems of notation and representation in music and visual art
7th Grade: DISRUPTION	'Middlers' (7th graders) benefit from healthy means to channel appropriate and normal adolescent questioning and rebellion into powerful creative and intellectual self-expression.	Researching the positive effect of courageous, creative acts of disruption and innovation in social, political, scientific, mathematical and artistic domains
8th Grade: PARADOX	'Seniors' (8th graders) can be supported as they move towards increasing autonomy, self-direction and peer leadership by an emphasis on integration and synthesis of what they have learned in grades 6 and 7.	Delving into the role of paradox, integration and synthesis in science, literature, history and the arts, including the notion of analyzing conflicts in terms of "a clash of opposing good values"

Proposed Core Academic Content

All core academic and artistic content will be aligned to the Common Core State Standards (CCSS) and National Core Arts Standards (NCAS), and connect meaningfully to students' year-long grade level theme outlined above. We know that it will not always be possible—nor even desirable—to integrate every element of academic and artistic content areas into the grade-level theme. We do expect, however, that teachers and students will become adept at using these themes as a broad conceptual framework for creating deep and enduring meaning across content areas.

Examples of theme-based essential questions in each content area for each grade are outlined in the three charts below. Areas shaded in gray represent co-curricular content areas and are included here only to demonstrate the breadth of potential alignment we envision across artistic, academic, socio-emotional, nature-based and school culture-oriented learning experiences at City School of the Arts.

Grade 6: Systems Corresponding to "Thesis" Stage in Dialectical Triad and Developmental Stage of "Initiation"	
Humanities	Lowis Lowry's The Giver: Hierarchically imposed social systems force twelve year old Jonas to weigh the value of collective stability against the value of individual freedom. Social systems preserve order in this story, but at what cost? Democracy in Ancient Greece: What conditions led to the creation of a system of government in Ancient Greece in which all citizens have a say in civic life? Who was excluded from participating in this system? What role did leadership and activism play in creating these new democratic systems of power? How are these questions still alive in our nation's governing systems today?
Math	Rational numbers: How do we build upon fundamental systems of rational numbers?
Science	Simple machines: How do we create simple machines? How do mechanistic systems create increased efficiency in our lives? In what ways do these systems detract from human engagement? Can machines be used as part of a thriving ecosystem?
Piano	Notation: What information does each note on the grand staff communicate to the reader? What primary systems of music are represented by the two elements of music notation communicated by
Physical Education	Building Routines for Cardio and Strength Training: How can routines and structures be used to build physical strength?
Circle	Mindful Breathing: What role can mindful breathing play in regulating our physical and emotional systems? What is the physiology behind these practices? Can contrasts be observed in how we relate to others within the social system of the school when we are conscious of our breathing versus
Ensemble	Democratic Practice: What systems of shared agreements can we design and agree to adhere to in our small group ensembles to ensure that all voices are heard and valued?
Camp	Wilderness Safety: What systems must we learn and implement to ensure that our teammates stay safe and accounted for during hiking excursions? While working on ropes courses? When gathering around a campfire?
School-wide Culture	Shared Rituals and Frameworks: What value do school-wide rituals and systems like Opening and Closing Circle, the Season Wheel, and The Three Ethics have for our school community? How does our school function like an ecosystem?

Grade 7: Disruption **Corresponds to "Antithesis" Stage in Dialectical Triad and Developmental Stage of "Rebellion"**	
Humanities	Harper Lee's To Kill a Mockingbird: When laws change while public sentiment lags behind, what acts of courageous disruption become necessary to ensure that justice is done? Who must carry the legacy of that disruption? Does American law guarantee justice for all today? What responsibility do we have as citizens when confronted with entrenched social systems that are oppressive or unjust for some members of our society? The American Revolution: What values, beliefs and structures were American colonists rebelling against? What physical, intellectual and emotional values did individual families' have to weigh in their decisions to align with the rebels or stay loyal to the crown? What did they have to give up when they made their choice to fight or submit?
Math	Multi-step problems with mixed integers: What happens when negative integers are introduced in the four operations? Which patterns seem to make sense at first glance; which seem counter-intuitive? Why?
Science	Dynamics of Scientific Revolutions: In what ways do new scientific concepts emerge as rejections of old models? What basic principles of human perception stand in the way of acceptance of new models? How does the Copernican revolution illustrate these dynamics at play?
Piano	Deceptive Cadences and Other Acts of Musical Disruption: What elements of music create its structure in a measure? In a phrase? In a section? In a composition? What techniques do composers and musicians use to disrupt musical structure? Why is it useful to interrupt listeners' expectations?
Dance	Modern Dance: How did Martha Graham create new dance vocabulary that stood as a direct rejection of the stringent formalism
Visual Art	The Dadaists: What role did rupture, chance, and whimsy play in the Dada movement? What systems were the Dadaists rebelling against? How can we adapt Dadaist techniques and ideas to re-direct, re-imagine and re-energize our own artwork?
Circle	Grappling with Adolescent Angst: What frustrates me or makes me angry? What do I do with feelings I can't control? How can I channel these feelings so I don't harm myself or others? Can they become fuel for creativity?

Ensemble	New Directions: How can the introduction of a new variable or creative constraint shake up the creative energy of our small group ensembles? What would happen if we overlaid a Bach sonata with an Afro Cuban clave beat? What could we learn about the physical gestures of the characters in the play we're writing if they could suddenly only communicate in baby talk?
Camp	Nature's Rebels: Why are some pinecones shaped differently than others? What causes four-leaf clovers? What is the role of variation and divergence in the natural world?
School-wide Culture	Dealing with Dissonance: What do we do at City School of the Arts when we disagree with each other? How can we express and listen to divergent opinions without damaging the fabric of our community?

Grade 8: Paradox **Corresponds to "Antithesis" Stage in Dialectical Triad and Developmental Stage of "Rebellion"**	
Humanities (ELA)	John Steinbeck's Of Mice and Men: At the book's conclusion, George shoots his best friend Lenny to save him from himself. Can mercy killing be justified? With what moral paradox must George grapple?
Humanities (Social Studies)	WWII: Why is WWII referred to as both America's darkest hour and its finest hour?
Math	Rational Approximation of Irrational numbers: How does the story of Zeno's paradox help us understand what irrational numbers are?
Science	Evolution on an unchanging premise: Physical, biological and chemical principles always remain constant and yet both drive evolutionary changes in the Earth's systems. How has the Earth changed over time, and how has the evolution of human impact influenced this change? Must we go
Piano	Simplicity vs. Complexity in Music: Can a simple piece of music, with basic chords and melodies, be more emotionally/aesthetically powerful than a technically demanding, harmonically diverse composition?
Theater	Acting: How can we live our own truth through a character's experience, even when that character is dramatically different from us?
Dance	Spotlight on Pilobolus: How do experimental dance groups like Pilobolus integrate non-dance movement vocabulary into their choreography to create new systems of movement?
Physical Education	Finding Athletic Balance: Where does the balance lie between perseverance toward an athletic goal and self-protection? Who should define our physical limitations?

Circle	Dialogue Arts Project: How can creative writing be used to grapple with paradoxical issues of identity in conversations about race, class and privilege?
Ensemble	Emergent Leadership: How can we synthesize past experiences to step forward as leaders in small group ensembles?
Camp	Place-based Identity: How does your sense of self morph and shift depending on whether you find yourself in nature or in an urban environment? Is it possible to bring elements of your "camp self" back with you into the city, or are the two versions of you mutually exclusive and site-specific? What elements of your identity always remain constant [illegible]
School-wide Culture	Leaving a legacy: What practices, rituals, physical objects or stories will this year's 8th grade classleave behind for the younger grades to remember them by? How do these legacy markers reflect integration, transformation and synthesis on the part of individual 8th graders or the class as a whole group?

Humanities

Humanities is an integrated course that weaves together ELA and Social Studies to leverage multiple exposures to varied texts to develop strong literary, analytical, and context-based skills.

A core part of our Humanities program will be our emphasis on independent reading. We plan to have a stocked library built out for year 1, and Humanities teachers, not a librarian, will oversee book check-out for their classes. Total books read will be tracked using Scholastic Reading Counts (SRC) and students finishing high numbers of books will be celebrated by the community. Believing that students should read on their level daily with (a "just right book"), we will message the importance of this practice beginning in the 6th grade. A number of studies show that students who read frequently across genre and level, are better able to practice Studio Habits of Mind such as (3) Envisioning, expressing (4) and observing (5). Common Core aligned Studio Habits such as analyzing craft and structure, integrating knowledge and ideas, and analyzing author perspective and point of view must be practiced a child's own reading level and interest area. Explicit skill instruction such as text annotating, citing evidence to make inferences, and vocabulary learning, for example, will take place in Humanities, and students will be expected to practice them independently so that they can make grow into independent, avid readers.

Writing

Critical Writing will be the underpinning skill that ties the disciplines together. Assessed four times annually using the Common Core Writing Rubric for extended response, rigorous critical

writing will take place across the disciplines; students will receive both iterative and evaluative feedback on their writing using our normed rubric, and as they progress through our school, it will increase in rigor across the following consistent domains:

- Content and Analysis—the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts

- Command of Evidence—the extent to which the essay presents evidence from the provided texts to support analysis and reflection

- Coherence, Organization, and Style—the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language

- Control of Conventions—the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling[8]

Writing will not be limited to critical analysis. Students will need to demonstrate a wide range of writing, including expository and persuasive writing, personal and creative pieces, plays and monologues, memoirs and poems. Rubrics to support student writing will be normed on grade levels, led by the Grade Level Leader, supervised by the Principal, to promote collaboration and grade level norming around expectations for academic work.

Grammar

Writing conventions such as standard English grammar, usage, and punctuation will be taught explicitly to all sixth graders using the *Analytical Grammar Program (AGP,* a researched-based grammar curriculum that is designed to be taught in four grammar "seasons": parts of speech, phrases and clauses, rules of punctuation and capitalization, and classic sentence diagramming. The curricula includes both remediation and enrichment opportunities, and can be adapted for students across a wide range of levels, even those receiving intervention in the 7th and 8th grades. Intervention and remediation will be coordinated for struggling 7th and 8th graders and/or students who come to us via backfill; no explicit grammar instruction will take place beyond 6th grade, however.

Humanities 6

The Sixth Grade year focuses on the notion of structures, order, tradition and authority, and endeavors to unpack the tensions between structure and freedom, democracy and anarchy, oppression and free will. Examining ancient history through supplemented /adjusted Engage NY Social Studies modules, 4 class novel studies (required fiction titles below), and other teacher-curated texts that span across genre, origin, and reading level, the 6th grade program introduces

[8] Adopted from the Engage New York guide to high quality writing across discplines

students to our 3-year Humanities program by equipping them with strong base-level literacy skills in reading, writing, speaking, and listening. With only one core Arts class in 6th grade (Piano), our youngest students will have 3 more hours of literacy/week than our 7th and 8th graders; this was designed to maximize their initial year to close gaps they come in with and grow their reading intensively so that they can be successful in 7th and 8th grade experience in Humanities.

6th graders will unpack Systems when they read Mildred Taylor's Roll of Thunder, Hear of My Cry and analyzing the historical influences, legal constraints, and societal barriers that limited the rights of African Americans in the South during the Great Depression. When students begin their study of Ancient India, they will broaden their impressions of Indian culture and history of women's rights by analyzing the protagonist in Gloria Whealon's Homeless Bird in the context of systems of protection versus systems of oppression. Reading Lois Lowry's The Giver in the third trimester as part of their participation in Young Audience's Literature to Life to program will allow students to practice the analytic skills they have cultivated within the systems theme (See Interdisciplinary Culminating Projects below).

Humanities 7

In 7th grade Humanities class, students will notice patterns of disruption in Harper Lee's To Kill a Mockingbird, S.E. Hinton's The Outsiders, and Khaled Hosseini's The Kite Runner for their Literature to Life novel. Themes of disruption run through these three novels in pronounced, yet vastly different ways, and teachers will choose three additional novels to cohere with their social studies units. Seventh graders will also launch the start of their 2-year chronological survey of American history beginning with anthropological study of the pre-Colombian Indians of New York State and concluding with the American Civil War. They will notice patterns of Disruption in the history of our nation's origin, and the design and application of the federal Constitution.

Sixth graders will begin their study of science by exploring the theme of Systems through study of diverse ecosystems, the human body, space and chemistry. They will explore how scientists before them used systems to organize ideas and push through entrenched systematic thinking to discover new concepts. Seventh graders will again focus on these key turning points of discovery in their Disruption year, when they analyze instances of revolutionary scientific breakthroughs. Transitioning to the theme of Paradox in their eighth grade year, students will be challenged to investigate scientific concepts that involve concepts of synthesis, integration, or the tension between opposing forces or ideas, with advanced students making a foray into the paradoxical nature of quantum mechanics, where light can be observed and measured as a particle and as a wave, but never both at the same time.

Artistic Study at City School of the Arts

6th Grade Piano: Systems of musical notation will be the core focus of 6 grade piano, as

students become musically literate on the grand staff. Note values, note names, time signatures and measures become the heart of the musical notation system. More personal means of musical expression will then be introduced, including dynamics, tempo, and basic musicianship. We will also explore the role that music plays in various cultures in history, and analyze the role of music in the foundational social system of each historical period students are studying in social studies. Students will make concrete connections between music and literacy, writing critiques of music and comparing the structure of a short essay to the structure of a short song. Math and music connections will come in the form of analyzing rhythms and note values.

7th Grade Visual Art: In 7th grade Visual Art class, students will spend the early part of the year solidifying the visual art foundations they learned the previous year in Creative Connections, including color, shape, form, line, texture, space and value. At the start of the second trimester they will begin to explore the grade level theme of Disruption, intentionally breaking rules and choosing new creative constraints to produce innovative, experimental work. Applying research and writing to their visual art study, students will explore specific times in history where art was disruptive, pushing society's boundaries, and standing in opposition to oppressive regimes and social structures.

7th Grade Dance: Similarly, 7th grade Dance students will spend the first trimester building understanding of foundational systems and traditional movement vocabulary, focusing on classical dance technique. Beginning in the second trimester, students will receive an introduction to modern dance, discovering the role that study of other dance forms—for example, indigenous dance forms of the African Diaspora—influenced choreographers to consciously break with the restrictive, Eurocentric traditions of ballet.

8th Graders Select an Artistic Major: 8th Graders will major in one of the four disciplines: Piano, Theater, Visual Art or Dance. In each major track, foundational elements of their Systems and Disruption years will be synthesized through the lens of Paradox. Techniques such as improvisation, original composition and choreography will be explored. Students will grow to appreciate the value of different approaches to their art forms embraced during different historical periods, recognizing that each of these perspectives is enriched by those that came before and after, and that once two opposing ideas are synthesized, the "new normal" has a tendency to become commercialized, entrenched and even cliché. When the once-groundbreaking synthesis begins to lose resonance and become static, the cycle of disruption and synthesis begins again.

Two Interdisciplinary Arts-Infused Culminating Projects Each Year

Each year, students at City School of the Arts complete two interdisciplinary, arts-infused culminating projects, one focused on Humanities and one focused on STEAM. Two of our

partner organizations will play key roles in helping our teachers design, facilitate and support these projects: Young Audiences for Humanities and Lower East Side Ecology Center for STEAM. In both domains, these projects require students to integrate academic scholarship, artistic studies and socio-emotional work in the service of purposeful social impact while exercising a high level of personal choice and self-direction.

The first of these two yearly culminating projects will take place during second trimester and will focus on the Humanities. Designed over the course of our planning year in partnership with Young Audiences using their existing programming as a springboard, this project will require students to read and closely analyze a work of fiction, watch and critique a professional theatrical adaptation of the work produced by Young Audience's Literature to Life artists, extract a personally and socially relevant theme from the work, and then write and perform a short Moth-style monologue designed to engage an audience in critical discussion of that theme. We envision an evening showcase of these monologues to take place at The American Place theater, the same theater where Literature to Life performances take place, underscoring the seriousness with which we position our young learners as artists and leaders and erasing the boundary between "schoolwork" and real-life, socially impactful work in the world.

The second culminating project will occur during third trimester and will focus on science and social impact. In collaboration with the Education staff of Lower East Side Ecology Center, students will design projects in alignment with their grade-level theme. In 6th Grade, students will focus on Systems, delving into issues of ecosystems and sustainability. In 7th grade students will focus on Disruption, analyzing the effects of water pollution on the plant and animal life of the East River. As 8th graders, students will focus on the theme Paradox, researching the tensions inherent in maintaining the ecological health and vitality of urban communities. Final projects might include videos, blogs, published articles, rigorous data analyses, graphs, and town hall debates.

E.Promotion and Graduation Policy

City School of the Arts is committed to cultivating a community of learners who approach academic work with curiosity, integrity and commitment. Because our challenging interdisciplinary program requires students to balance rigorous artistic study and cross-curricular work, a myriad of extra supports will be available to our students to help meet requirements for promotion each year.

Promotion Criteria

The City School of the Arts team is committed to ensuring that every student meets or exceeds the standards for promotion. We are aware of the social and emotional issues retention can cause and will make every effort to exercise this option only as a last resort, and always in collaboration with families. Promotion from one grade to the next will be determined by a variety of data, including formative and summative assessments, performance on

standardized tests, character and social development, and artistic achievement. Students with Disabilities will be assessed continuously through our RTI program, and students with IEPs will be promoted according to the particulars of their individualized plan and in accordance with the standards above.

City School of the Arts will be in regular contact with all parents, including those whose students are under-performing. These students will receive constant intervention and support in an effort to help them reach the academic requirements required for promotion. Parents of students who are formally identified as Promotion in Doubt (PID) will be notified by January 1 of their current school year, and will be invited to attend two meetings at the school before formal decisions are made by the final day of school. We will not run a summer school program; students will not have the opportunity to make up work over the summer for promotion the next year.

Academic Performance

Students must maintain at least a 70% average across the school year (all three trimesters) to pass a given course for the year. In order to be promoted to the next grade level, students must pass at least 2 of their classes with a 70% average (Humanities, Math, Science, Piano). Each year students will be expected to complete two arts-infused interdisciplinary projects, one in Humanities (developed in partnership with Young Audiences, expanding on their "Literature to Life" program) and one in STEM (developed in partnership with LES Ecology Center and The Loisaida Center). Students must earn a grade of 70% or higher on 4/6 of these culminating projects (3 Humanities; 3 STEM) by 8th grade in order to graduate. While we will not retain students who do not gain entry to a high school of their choice, we anticipate that at least 90% will go on to a high quality good-fit high school; we will advise them to repeat the 8th grade if that is not the case.

Promotional requirements will be clearly documented and made transparent to teachers, students, families, and other relevant stakeholders through the student handbook, our online portal, in conferences and on family nights. Expectations for maintaining a passing average throughout the year will be communicated clearly in orientation sessions, and parents will be encouraged to monitor student progress closely online or via their advisor, who will stay up-to-date on their advisees' performance. Advisors will have Professional Development time dedicated to collaborate with other teachers on strategizing and supporting students.

Absences

Students with 20 or more absences or 5 or more days of suspension will be eligible for retention. Three latenesses will count toward one absence; these absences will be included in total count for promotion consideration.

R06 – Schedules and Calendars

A. School Calendar

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:55	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST
8:00-8:40	Opening Circle (Whole School)	Circle	Circle	Math	Humanities: Integrated ELA and Social Studies
8:45-9:40	Humanities: Integrated ELA and Social Studies	Humanities: Integrated ELA and Social Studies	Humanities: Integrated ELA and Social Studies	Intervention	
9:45-10:40				Humanities: Integrated ELA and Social Studies	Science
10:45-11:40	Piano	Math	Piano		Piano
11:45-12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:35-1:30	Math	Intervention	Math		Math
1:35-2:30		Science	Science	**EARLY DISMISSAL: PD FOR TEACHERS**	
2:35-3:30					Closing Circle (Whole School)
3:35-4:30	Ensemble	Ensemble	Ensemble*		Ensemble
4:35	DISMISSAL	DISMISSAL	DISMISSAL		DISMISSAL

B. Sample Student Schedule

The following is a sample weekly schedule for 6th grade:

Our approach to scheduling reflects our commitment to building structures that create a sense of rhythm, coherence, and purposefulness, both for our learners and for our teachers. We feel that healthy scheduling practices are critical to our efforts to support deep and lasting academic and artistic achievement.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:55	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST
8:00-8:40	Opening Circle (Whole School)	Circle	Circle	Math	Humanities: Integrated ELA and Social Studies
8:45-9:40	Humanities: Integrated ELA and Social Studies	Humanities: Integrated ELA and Social Studies	Humanities: Integrated ELA and Social Studies	Intervention	
9:45-10:40				Humanities: Integrated ELA and Social Studies	Science
10:45-11:40	Piano	Math	Piano		Piano
11:45-12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:35-1:30	Math	Intervention	Math		Math
1:35-2:30		Science	Science	**EARLY DISMISSAL: PD FOR TEACHERS**	
2:35-3:30					Closing Circle (Whole School)
3:35-4:30	Ensemble	Ensemble	Ensemble*		Ensemble
4:35	DISMISSAL	DISMISSAL	DISMISSAL		DISMISSAL

NYCCSA's weekly 6th grade schedule includes double periods daily for ELA classes; daily Math classes with double periods twice weekly; 3 Science periods, including a double period for lab work; 3 periods of Piano; and 3 periods of Physical Education. Daily double periods of ELA will integrate core work in Social Studies. Intervention will happen 2 periods per week, where students will be homogeneously grouped through data from formative assessments, such as ANet, so that they may receive instructional assistance targeted to their capabilities in reading, and writing OR math. Students struggling with mechanics of writing and phonics will also receive targeted intervention during this period. Groups will be re-formed after each Interim assessment period. Intervention will be supervised by the Director of Student Support, with all core content teachers pushing in where necessary. In addition, our extended day features an after-school ensemble program for additional artistic offerings. Beginning in November, our struggling students (the bottom third) may receive additional intervention during Ensemble time, twice a week. Our Circle advisory will meet three mornings a week, with a full-school Circle every Friday afternoon, to close the week.

The school day will begin each morning at 8:00 a.m. and will end at 4:00 p.m. four days a week, and at 1:30 pm each Thursday, so that staff may receive Professional Development. Each week will have approximately 535 minutes devoted to English Language Arts/Social Studies, approximately 480 minutes devoted to mathematics, and approximately 220 minutes devoted to science, and approximately 165 minutes devoted to Piano and to Physical Education.

The following table outlines the number of minutes devoted to core instruction:

SUBJECT	**MINUTES PER WEEK**
ELA/Social Studies	535
Math	370
Science	220
Piano	165
Creative Connections / Physical Education	165
Intervention	110
TOTAL WEEKLY MINUTES OF INSTRUCTION	1, 565

C. Sample Teacher Schedule

Teachers arrive at 7:30 a.m. to plan and set-up materials before students arrive.

The instructional day will begin each morning at 8:00 a.m. and will end at 3:30 p.m. four days a week, and at 1:30p.m. on Thursdays for Professional Development.

Teachers will have two or three prep periods, and one duty per week, such as lunch supervision. From 3:35 until 4:30, teachers may participate in Ensemble programming, or be responsible for additional academic Intervention two days per week.

The following is a sample weekly schedule for a Humanities teacher:

<table>
<tr><th>Time</th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr>
<tr><td>7:30-8:00</td><td>ARRIVAL/ breakfast</td><td>ARRIVAL/ breakfast</td><td>ARRIVAL/ breakfast</td><td>ARRIVAL/ breakfast</td><td>ARRIVAL/ breakfast</td></tr>
<tr><td>8:00-8:40</td><td>Opening Circle</td><td>Circle</td><td>Circle</td><td rowspan="2">Humanities Integrated ELA & Social Studies</td><td rowspan="2">Humanities Integrated ELA & Social Studies</td></tr>
<tr><td>8:45-9:40</td><td rowspan="2">Humanities Integrated ELA & Social Studies</td><td rowspan="2">Humanities Integrated ELA & Social Studies</td><td rowspan="2">Humanities Integrated ELA & Social Studies</td></tr>
<tr><td>945-10:40</td><td>PREP</td><td>PREP</td></tr>
<tr><td>10:45-11:40</td><td>PREP</td><td>PREP</td><td>PREP</td><td>PREP</td><td>PREP</td></tr>
<tr><td>11:45-12:30</td><td>PREP</td><td>PREP</td><td>PREP</td><td rowspan="2">Humanities Integrated ELA & Social Studies</td><td>Lunch Duty</td></tr>
<tr><td>12:35-1:30</td><td rowspan="2">Humanities Integrated ELA & Social Studies</td><td rowspan="2">Humanities Integrated ELA & Social Studies</td><td rowspan="2">Humanities Integrated ELA & Social Studies</td><td rowspan="4">EARLY DISMISSAL: PD FOR TEACHERS</td><td rowspan="2">Humanities Integrated ELA & Social Studies</td></tr>
<tr><td>1:35-2:30</td></tr>
<tr><td>2:35-3:30</td><td>PREP</td><td>PREP</td><td>PREP</td><td>Closing Circle</td></tr>
<tr><td>3:35-4:30</td><td>Ensemble</td><td>Ensemble</td><td>Ensemble</td><td>Ensemble</td></tr>
<tr><td>4:35</td><td>DISMISSAL</td><td>DISMISSAL</td><td>DISMISSAL</td><td>DISMISSAL</td><td>DISMISSAL</td></tr>
</table>

R07 – Specific Populations

A. Struggling Students

City School of the Arts is dedicated to ensuring that all students have the resources and supports to be successful in an arts-integrated school model. We anticipate that the majority of our incoming student population will struggle in one or more academic areas; accordingly, we are prepared to offer remediation supports and a host of differentiated strategies such as homogenous grouping, targeted pull-outs, and differentiated materials to position kids to master grade level content as soon as possible. NYCCSA has also built in direct instruction of remedial skills in math and reading. While core curriculum is taught at grade level, a number of remedial resources will be offered to teachers to use in their classes so that their kids are positioned to thrive on grade level. Supports offered to students outside of core class time may take place before or after school, on Saturdays, or during lunch. The specifics of those supports may range from sight words, additional academic vocabulary work, guided reading, or skills re-teaching in literacy. Math remediation may take the form of drilling operations tables, number line manipulation to support numeracy, targeted re-teaching, use of manipulatives, or multiple strategies to solve one problem.

In order to address all students' needs, NYCCSA is adopting a school-wide Response to Intervention model. Managed by the Director of Student Support, our RtI program will use multiple data points across academics, behavior, and attendance to analyze trends, evaluate individual student and small group progress, and monitor the impact of interventions. We believe that this attention to the needs of all students will ensure that students are able to excel in our arts-integrated curriculum, develop as critical thinkers, and ultimately emerge from NYCCSA with the skills and competencies to succeed in high school, college and career.

Response to Intervention (RTI):

In order to adequately support all students in their educational journey, NYCCSA utilizes a variety of interventions, small group supports, and resources that are designed to support the school's Response to Intervention model. These interventions are designed to support students both academically and behaviorally, and will be organized into the three-tier system of support.

- **Tier One:** Support and Monitoring for all Students: Tier One supports are provided to all students attending NYCCS. These are part of the curriculum and behavior management systems, and are designed to support 65% of our students or more.
- **Tier Two:** Targeted Intervention for Some Students: Tier Two supports will apply to students for whom the Tier One interventions are proving insufficient to meet their academic or behavioral needs. These will include small group instruction within the school day, behavior support, and supplemental supports. These systems are designed to support 25% of our students or less.
- **Tier Three:** Intensive and Research Based Intervention for Individual Students: Tier Three supports are reserved for students who have not shown adequate response to

Tier Two interventions and show the need for more comprehensive supports. These systems are targeted to support 15% of the student population or less.

RtI is an evidence-based system, relying on school systems designed to regularly analyze student data points, identify student needs, and apply interventions in order to best meet these needs. The Dean of Student Support and the Instructional Leadership Team will monitor this process. At regular meetings, specific methods will be used to analyze student data through a variety of lenses. The data that NYCCSA will utilize, as well as how often it will be analyzed, is listed below:

Tool	Look Fors	Owned By	Frequency
Grade Reports	• Honor and High Honor Roll • Struggling students • Growth/ Change in either direction • Balance of merit/ effort in teachers' gradebooks	Instructional leaders, principal	Monthly
Attendance	• Perfect attendance • Attendance concerns • Major improvements or spikes in tardies or absences	Operations	Monthly
Discipline Report	• Trends in student discipline data	Director of Student Support	Monthly
Interim Scores (ANET)	• High performance • Low performance • Growth/change in either direction	All staff	After each interim administration (roughly once each quarter)
Reading Level Growth (SRI)	• Students reading on or above grade level • Tracking student growth or lack of growth	Humanities Staff, Principal	After each SRI administration (roughly once each quarter)
Homework completion	• Perfect homework completion for recognition • Students struggling with homework completion • Growth/Change in either direction	All teachers	Monthly
Teacher Referrals	• Overall teacher concerns about a student	Director of Student Support	Bi-weekly

RtI Cycle: The Director of Student Support and Instructional Leadership Team will use the following cycle guidelines to drive the RtI process:

- Identification: The team will analyze the appropriate data using the tools described above, as well as input from parents, teachers, and other stakeholders. The team will look for students who are not on track to meet grade level standards or are otherwise performing at an at-risk level, as identified by performance as related to the student body as a whole.
- Intervention Plan: Once students who are noted as at risk are identified, the team will decide on the most appropriate means by which to support student growth in the identified area. This will include a specific intervention, a timeline for progress monitoring, and specific staff members responsible for the implementation of the intervention. It is important to note that the team will always look to address student needs through Tier One interventions as often as possible, and only look to more intensive interventions when data notes that students require more support.
- Progress Monitoring: For all students in the RtI process, time-sensitive goals will be set and the tools necessary to measure progress will be identified. An identified staff member will then monitor student progress over a period of time not shorter than six weeks. The team, led by the identified staff member will regularly review the progress of all students, measured against benchmarks and goals, and the data analyzed to measure student response and growth.
- Additional Support: Any students demonstrating a failure to respond to the intervention prescribed will either be eligible for an extended timeframe employing the same strategies or choosing additional strategies to support growth. The team will also decide if the intervention was fully implemented, search for additional supports for staff and look for possible other strategies that could be applied. Students who continue to fail to make progress despite interventions and supports may be considered for referral for assessments to further investigate the student as a learner.

Staffing: All Staff at City School of the Arts will be responsible for the implementation of school-wide RtI.

- Director of Student Support: The person in this role will be responsible for monitoring the effectiveness of the school's RtI process overall, including training of staff, organizing all RtI meetings, attending and contributing to grade level meetings, and collection, analysis and dissemination of data and findings. This person will also be responsible for all services related to students with special needs.
- School Social Worker: This staff member will provide individual and group counseling when appropriate, support teachers in student support and management, as well as working with the Dean of Students to develop specific student behavior plans.
- Instructional Leaders: These support staff members will engage in regular observation and feedback cycles with an eye towards developing teachers' ability to support all learners using Tier One and Two strategies and supports. They will provide lesson plan

feedback, and meet with teachers regularly to ensure teachers' growth in supporting all students, as well as in the integration in authentic arts-based instruction.

- General Education Teachers: All teachers will be trained in the school's RtI model, as well as receive specific instruction in all Tier One supports and techniques. They will work with the instructional and student support staff to differentiate their lessons, hone instructional practices to reach all students, and support a productive and welcoming student environment.

Evaluation: RtI, when implemented with fidelity, is based on regular evaluation of practices. NYCCSA will constantly look to be sure that the RtI process is implemented with fidelity, is resulting in improved support for students, and is driving overall student growth and performance. Overall, the Dean of Student Support will be responsible for regularly analyzing the RtI cycle as a whole, instructional leaders will support analysis of student outcomes, and the Dean of Students will monitor the overall student culture as well as the implementation of student behavior plans. Grade Level Teams will play an integral part of ensuring Tier One interventions are working effectively for students, as well as identify strategies that are most effective for students based on data. All interventions, RtI meetings, and data will be captured and catalogued with the purpose of building on institutional knowledge, so that our school will continually improve our RtI process, ultimately driving improved student outcomes.

B. Students with Disabilities

Based on demographic data for CSDs 1 and 2, we expect at least 15% of incoming 6th graders to have IEPs. In accordance with Special Education Law in New York City, NYCCSA will provide instruction to students with disabilities in the least restrictive environment, subject to the requirements included in each student's IEP (in accordance with all applicable federal and state laws and regulations, e.g. The Individuals with Disabilities Education Act (IDEA). While we understand that the specifics of enrollment will be dependent on a yearly random lottery, it is NYCCSA's intention to provide Special Education Teacher Support Services (SETSS) for each grade level. This will allow us to serve students in the least restrictive environment, with the added support of our RtI process.

Identification:

NYCCSA's RtI process will drive all decisions around supporting student performance. By employing this method, we will be able to use this cycle to identify students who may qualify for special education services. NYCCSA's operations team will request all records for all incoming students and the Dean of Student Support will review all files to identify any students with existing IEPs. Those documents will then be analyzed in order to determine any mandated services, as well as NYCCSA's ability to meet those requirements. If a student's IEP prescribes services that NYCCSA is not able to accommodate, the school will work with the district's Committee on Special Education, as well as the student's family in order to decide on the appropriate course of action, which would ideally include a waiver allowing the student to be served at NYCCSA for a period of 30 days, in which the school will closely monitor the students' progress in order to assess the school's ability to fully meet the child's needs.

Once a student is enrolled at City School of the Arts, the progress of all students will be closely monitored through a combination of formal and informal means – from routine standards-based interim assessments to homework completion and attendance. Any students demonstrating a need for additional supports will receive small group or individual interventions to address their need. These interventions will be closely monitored through the RtI process, and data will be collected to measure their effectiveness. Should a student continue to struggle, the grade-level team will meet to devise student-specific interventions, implement these interventions, and continue to monitor the student's progress. If continued support is needed, the Child Study Team (CST) will use the pre-referral Intervention Manual19 (PRIM) as a guide to review any problems interfering with the child's performance, brainstorm solutions, make recommendations to meet the child's needs and monitor/review results of the recommendations. A referral to the CSE will be considered only after RtI strategies have proven insufficient to address the student's needs. The CST will always communicate all findings, recommendations, or changes in intervention with the child's family.

Once a student is found to qualify as a student with a disability, the school will work with the CSE to adhere to all laws and regulations regarding implementation of services, regular review of the IEP, and student progress towards goals. If a review reveals that the student's IEP is no longer appropriate to the child's needs, the CST will work with the CSE to review, reevaluate, or adapt the IEP in order to best serve the student.

Staffing: City School of the Arts will hire experienced, certified, and highly qualified special education staff members to meet the needs of all students with disabilities.

- Director of Student Support: the Director of Student Support, who will be certified in special education, will oversee the special education department. This person will serve as the primary manager of all services of students with special needs, act as the liaison with the CSE, and support compliance with all city and federal guidelines regarding serving students with special needs. They will coordinate with all related service providers and support organizations that serve students and their families. They will provide staff professional development around serving students with special needs, develop and review IEPs, keep all files related to supporting this population, and coordinate with staff to support accommodation in classes. They will also serve as the SETSS provider during the school's first year of operation.
- School Social Worker: The Social Worker will provide counseling and mentoring services for students identified to benefit from this support. They will be trained in social work, and will also help provide wrap around services for families. In addition, they will support with the implementation and analysis of functional behavioral assessments, development of behavior intervention plans, and overall behavioral support of students with special needs.
- Child Study Team: The CST will review all student referrals and recommend any evaluations needed for students. The CST members include:
    - Principal
    - Director of Student Support
    - Dean of Students

- Social Worker
- General Education Teachers

Services: City School of the Arts will meet the needs of most students with disabilities by providing:

- Special Education Teacher Support Services, or SETSS. This will provide push-in and pull-out support for students' behavioral and academic advances based on IEP requirements. SETSS providers will collaborate with general education teachers on lessons, as well as providing accommodations as required by a student's IEP. They will share unit and lesson plans, and collaborate on assessments.
- Counseling: NYCCSA's social worker will provide all counseling services for students
- Speech, Occupational, and Physical Therapy: The school will work with the CSE to contract for speech, OT and PT services as warranted by students' IEPs.
- Related Service Authorization: The Director of Student Support will coordinate with the CSE to assist families in the Related Service Authorization (RSA) process, allowing family's to have a choice of providers if necessary.

Accommodations and Modifications: The Director of Student Support will work with all staff members to be sure that all accommodations and modifications are provided for students with disabilities, in accordance with their IEP, for all classes and assessments as is required by law.

Resources: All students, including those with disabilities, will have access to our rigorous, arts-integrated curriculum and instructional program. Their progress will be monitored through our RtI process, with the additional layer of progress monitoring in accordance with their IEP. In addition, we will provide supplemental programs for all students demonstrating a need, including Wilson Reading Program and Visualizing and Verbalizing.

Progress Monitoring: The Director of Student Support will monitor and evaluate the efficacy of our special education programing, based on how students perform both in relation to their IEP goals, as well as by tracking their mastery of grade level standards and their performance as compared to their general education peers. Also, the Director of Student Support will work with instructional leaders to ensure that NYCSSA is in compliance with all city and federal laws and guidelines governing students with special needs, including regular IEP reviews. They will also oversee and evaluate the professional development of staff in regards to serving students with special needs, collaboration between the special education and general education staff, and observing classroom practices and reviewing discipline data to ensure all students with special needs are being supported. The population of students with special needs will be monitored by individual progress, type of disability, and type of service provided to be sure that all students are truly being served by all staff members.

C. English Language Learners

Discuss the proposed school's methods and strategies for identifying and serving ELLs in compliance with all federal laws and regulations including:

- **The process for identifying students whose first language is not English and the methods for determining the scope of assistance that these students may need including how the school will ensure that they are not inappropriately identified as students with special education needs;**
- **The approach, resources, and personnel (including qualifications and reflecting associated administrative responsibilities) the school will use to meet the needs of ELLs (both within general education classrooms and in other settings);**
- **The research and evidence that supports the appropriateness of this approach;**
- **The process for coordination between general education teachers and staff serving ELLs;**
- **The process that will be used to monitor the achievement and progress of ELLs including exit criteria;**
- **The process that will be used to evaluate the efficacy of the program, instructors, and ensure that the needs of ELL students are being met;**
- **How the school will make all necessary materials available to parents of ELLs in a language that they can understand; and,**
- **How the school will make after school and other extra-curricular programming accessible to ELLs.**

Identification: City School of the Arts will follow the New York State Education Department's procedures for identifying students who are English language learners, or ELL students. NYCCSA's staff will request records from all students' prior schools, as well as use the Department of Education's ATS system to determine if an incoming student has already been qualified as an ELL student. All new families will also receive the Home Language Survey to assess if a student's native language is one other than English, or if a language other than English is spoken in the home. If a student is so identified, NYCCSA will work with the city to administer the New York State Identification Test for English Language Learners (NYSITELL) to determine if a student requires English language support. NYCCSA will communicate with families throughout this process, and determine appropriate language support, based both on a student's performance on the NYSITELL and also based on overall student performance through NYCCSA's RtI process. If a student is found eligible for ELL services, they will be given the New York State English as a Second Language Achievement Test (NYSESLAT) annually to track students' progress and determine continued eligibility for services.

Staffing: City School of the Arts will hire a staff dedicated to serving all students, including English Language Learners.

- Director of Student Support: This staff member will be the primary point person for identifying ELL students, assessing their progress through the RtI process, coordinating state assessments, and providing ongoing staff professional development designed to ensure effective language support strategies are employed in every classroom.
- General Education Teachers: NYCCSA's staff will integrate language support and vocabulary development strategies in all content areas.

Services: City School of the Arts will support ELL students through a range of services, depending on each student's proficiency level. As will be the case for students with special needs, each ELL student will also have an individualized plan, complete with goals and strategies, to ensure each student's needs are truly met.

In addition to the robust general population arts-based language curriculum, students will also receive pull-out services, depending on need. These services may contain a combination of Wilson Reading Instruction to support decoding skills and Visualizing and Verbalizing to support vocabulary development and language acquisition.

Program Evaluation: City School of the Arts will use a combination of the city's ELL assessments, as well as our RtI process to evaluate the success of our ELL support. Externally, we expect students to grow at least one proficiency level each year, according to the NYSESLAT. Internally, NYCCSA will evaluate ELL student performance on standards-based interim assessments and growth in reading level to ensure that they are making regular progress in comparison with their peers. Also, the Director of Student Support, along with instructional leaders will ensure NYCCSA is in compliance with all state and citywide laws and regulations in regards to serving ELL students. They will also regularly conduct classroom observations with an eye toward further integration of language acquisition skills school-wide.

Parent Involvement: City School of the Arts believes strongly in building relationships between home and school, and will use the home survey as a first step in building that bridge. All assessment results will be shared with families, through an in-person meeting whenever possible. All service decisions, results in student growth, and other information will also be shared at this meeting. As the Director of Student Support works with staff to develop individual plans for ELL students, this information will also be shared with parents in writing and in person, through the support of a translator. NYCCSA will also conduct regular surveys in order to gain insight as to families' satisfaction with the services provided their students.

D. Gifted and Advanced Students

City School for the Arts believes that all students deserve to be in an educational setting that engages and challenges them, and helps them reach their full potential. This includes students who are advanced, and those who may qualify as gifted.

For the purpose of this application, an advanced student is one who demonstrates the ability to excel in one or more of his or her courses (academic or artistic) as evidenced by the student exceeding performance standards (i.e. receiving a 4 on the state assessment and/or consistently receiving top marks on projects, course work and internal assessments). Advanced students will have multiple opportunities to be challenged and to grow intellectually while at City School of the Arts:

- Teachers will have access to content and materials for advanced students that challenges them, i.e. reading material that is more complex for students who have SRI scores that are above their peers.
- Teachers will be expected to differentiate their instruction based on student ability, including tiered assignments, compacting curriculum and strategically grouping advanced students in small group learning activities.[1]
- City School of the Arts intends to provide additional algebra and pre-algebra supplementation beginning in 7th grade for those students performing at or above grade level.
- The school's interdisciplinary program naturally allows students to engage in abstract thinking and challenges students to make connections across content areas (while still providing the additional support and scaffolding for the many students who enter the school who may be below grade level).
- All students who are advanced in the arts will receive one-on-one or small group instruction for musicians and artist from some of the finest institutions in New York City.

Teachers and instructional leaders will constantly monitor student progress (as described throughout this application, including Response 5(b) – Assessments), with the expectation that teachers develop and plan lessons and learning opportunities for all students that push them to increase their maximum potential.

The opportunities available to meet the needs of generally advanced students will also apply to many gifted students. While truly gifted students do often display giftedness through consistently high academic achievement in one or more disciplines, City School of the Arts understands that student giftedness is not synonymous with being advanced, and that giftedness can sometimes be masked by factors such as poverty, social or emotional disability and/or limited English proficiency. As stated by the National Association for Gifted Children:

"Gifted children may develop asynchronously: their minds are often ahead of their physical growth, and specific cognitive and social-emotional functions can develop unevenly. Some gifted children with exceptional aptitude may not demonstrate outstanding levels of

[1] City School of the Arts intends to use heterogeneously grouped student classrooms. Examples of techniques for effective mixed ability classrooms can be found in *How to Differentiate Instruction In Mixed-Ability Classrooms*, 2nd Ed., Carol Ann Tomlinson, ASCD, 2001. If instructional leaders find that teachers are not prepared to effectively differentiate to meet the needs of all types of learners within their own classrooms, this will be a key professional development topic.

achievement due to environmental circumstances such as limited opportunities to learn as a result of poverty, discrimination, or cultural barriers; due to physical or learning disabilities; or due to motivational or emotional problems."[2]

All City School of the Arts staff will receive professional development on recognizing student exceptionality (with regard to all students, including those who struggle), and developing strategies for meeting students where they are (in a manner described above). If a student demonstrates any signs of giftedness that may be impeded by a learning or emotional disability, cultural, or social factors, teachers will bring such students to the attention of the school's Director of Student Support, who will consider the child within the context of the school's child study team, with a focus towards determining if the student should have a gifted classification. Regardless of classification, these students will be considered within the context of the school's Response to Intervention process, with teachers developing "interventions" (in this case, plans to provide the student with additional opportunities and challenges), and monitoring student responses to these approaches on a regular basis.

[2] *Definitions of Giftedness*, National Association for Gifted Children, http://www.nagc.org/resources-publications/resources/definitions-giftedness

R09 – Instructional Leadership

R09 - A Instructional Leadership Roles

The Instructional Leadership Team's primary objective is to execute on our model to establish and maintain a superior learning environment for kids. Led by the Principal, the year 1 Instructional Leadership Team (ILT) will be comprised of the Principal, Director of Arts Integration and Culture, Director of Student Support, and Artistic Director. The domains of oversight for this founding ILT can be broken down into four buckets, as outlined below. Feedback and teacher support will look different for each instructional domain, as teachers in different domains need different supports to support different types of teaching. Breakdown of the ILT's roles and responsibilities and methods of instructional support outlined below:

Leader	Instructional Roles/Responsibilities
Principal	- Oversee ILT, monitoring student progress across multiple domains and working with the board to determine efficacy - Humanities Department Chair (Years 1 & 2) - Support and evaluate the Humanities and Science Teachers - School culture and climate
Director of Arts Integration and Culture	- Oversee artistic integration across all subject areas and monitor efficacy - Manage Circle (advisory curriculum) and advisors around execution of program - Artistic Culture
Director of Student Support	- Manage RtI process - Manage the Special Education Teacher - Manage the ESL Teacher - Manage the Social Worker
Artistic Director	- Oversee artistic department & budget - Oversee the whole-school musical - Support and evaluates Artistic Teachers

Composition of ILT for years 2-5 outlined in table below:

Year 2
1) Principal 2) Director of Curriculum and Instruction* 3) Director of Arts Integration and Culture 4) Director of Student Support 5) Artistic Director

Year 3
1) Principal 2) Director of Curriculum and Instruction* 3) Math Department Chair* 4) Humanities Department Chair* 5) Science Department Chair* 6) Director of Arts Integration 7) Director of Student Support 8) Artistic Director
Year 4
1) Principal 2) Director of Curriculum and Instruction* 3) Math Department Chair 4) Humanities Department Chair 5) Science Department Chair 6) Director of Arts Integration 7) Director of Student Support 8) Artistic Director
Year 5
1) Principal 2) Director of Curriculum and Instruction* 3) Math Department Chair 4) Humanities Department Chair 5) Science Department Chair 6) Director of Arts Integration 7) Director of Student Support 8) Artistic Director

*New hire

Instructional Leadership Team:

Managed by the Principal, the Instructional Leadership Team will often be joined by Rebecca Lebowitz, founding literacy consultant, to support our mission to infuse literacy in every subject area. The ILT will support teachers by providing them with feedback on their lesson plans, conducting observations, and using feedback protocols to debrief with them. Instructional Leaders (ILs) will use student data, artifacts and anecdotal evidence to drive improvement in practice in every content area in order to move student achievement. In the first two years, the Principal will manage the Humanities and Science Teachers in her capacity as Humanities Department Chair, the Director of Student Support will manage the Math Teachers in her capacity as Math Department Chair, and the Director of Arts Integration and Culture will be held accountable by the principal to oversee cross-content integration, and the Artistic Director will manage Artistic Teachers.

Breakdown of Instructional Management by teacher follows:

Year 1		
Instructional Leader	**Teacher supported**	**Methods**
Principal	Humanities Teachers (2)	Curricular support, instructional planning, observation feedback, collaborative data analysis, some co-teaching if necessary
Principal	Science Teacher (1)	Curricular support, instructional planning, observation feedback, collaborative data analysis, some co-teaching if necessary
Director of Student Support	Math Teacher (1)	Curricular support, instructional planning, observation feedback, collaborative data analysis, some co-teaching if necessary
Director of Student Support	Special Education Teacher (1)	Support special education teachers through observation feedback and action planning to target struggling students' specific deficit areas
Director of Student Support	English as a Second Language Teacher (1)	Work with ESL teacher to identify students who need ESL support – whether classified as such or not – and support the provision of ES L services through materials modification, supplementary lessons, multi-modal approaches, or re-teaching in small groups
Year 2		
Instructional Leader	**Teacher**	**Methods**
Principal	Director of Curriculum and Instruction	
Principal	Humanities Teachers (4)	Curricular support, instructional planning, observation feedback,

		collaborative data analysis, some co-teaching if necessary
Principal	Science Teachers (2)	Curricular support, instructional planning, observation feedback, collaborative data analysis, some co-teaching if necessary
Director of Student Support	Math Teacher (1)	Curricular support, instructional planning, observation feedback, collaborative data analysis, some co-teaching if necessary
Director of Student Support	Special Education Teacher (1)	
Director of Student Support	English as a Second Language Teacher (1)	
Year 3		
Instructional Leader	**Teacher**	**Methods**
Principal	Humanities Department Chair	Support Humanities Department Chair's leadership through weekly check-ins, co-observations, co-planning for professional development and collaborative data analysis
Principal	Science Department Chair	Support Humanities Department Chair's leadership through weekly check-ins, co-observations, co-planning for professional development; collaborate around supporting critical and analytical writing in Science
Director of Student Support	Math Department Chair	Support Math Department Chair's leadership through weekly check-ins, co-observations, co-planning for professional development and collaborative data analysis
Math Department Chair	Apprentice Teacher in their content area (1)	Support Apprentice Teacher by supporting their development of behavior management strategies and instructional practice

Math Department Chair	Math Teachers (2)	Curricular support, instructional planning, observation feedback, collaborative data analysis, some co-teaching if necessary
Humanities Department Chair	Humanities Teachers (4)	Curricular support, instructional planning, observation feedback, collaborative data analysis, some co-teaching if necessary
Director of Student Support	Special Education Teachers (2)	Support special education teachers through observation feedback and action planning to target struggling students' specific deficit areas
Director of Student Support	English as a Second Language Teacher (1)	Work with ESL teacher to identify students who need ESL support – whether classified as such or not – and support the provision of ES L services through materials modification, supplementary lessons, multi-modal approaches, or re-teaching in small groups
Year 4		
Instructional Leader	**Teacher**	**Methods**
Principal	Humanities Department Chair	Support Humanities Department Chair's leadership through weekly check-ins, co-observations, co-planning for professional development and collaborative data analysis
Principal	Science Department Chair	Support Humanities Department Chair's leadership through weekly check-ins, co-observations, co-planning for professional development; collaborate around supporting critical and analytical writing in Science
Director of Student Support	Math Department Chair	Support Math Department

		Chair's leadership through weekly check-ins, co-observations, co-planning for professional development and collaborative data analysis
Math Department Chair	Apprentice Teacher in their content area (1)	Support Apprentice Teacher by supporting their development of behavior management strategies and instructional practice
Math Department Chair	Math Teachers (2)	Curricular support, instructional planning, observation feedback, collaborative data analysis, some co-teaching if necessary
Humanities Department Chair	Humanities Teachers (4)	Curricular support, instructional planning, observation feedback, collaborative data analysis, some co-teaching if necessary
Science Department Chair	Science Teachers (2)	Curricular support, instructional planning, observation feedback, collaborative data analysis, some co-teaching if necessary
Director of Student Support	Special Education Teachers (2)	Support special education teachers through observation feedback and action planning to target struggling students' specific deficit areas
Director of Student Support	English as a Second Language Teacher (1)	Work with ESL teacher to identify students who need ESL support – whether classified as such or not – and support the provision of ES L services through materials modification, supplementary lessons, multi-modal approaches, or re-teaching in small groups
Year 5		
Instructional Leader	**Teacher**	**Methods**
Principal	Humanities Department Chair	Support Humanities

		Department Chair's leadership through weekly check-ins, co-observations, co-planning for professional development and collaborative data analysis
Principal	Science Department Chair	Support Humanities Department Chair's leadership through weekly check-ins, co-observations, co-planning for professional development; collaborate around supporting critical and analytical writing in Science
Director of Student Support	Math Department Chair	Support Math Department Chair's leadership through weekly check-ins, co-observations, co-planning for professional development and collaborative data analysis
Math Department Chair	Apprentice Teacher in their content area (1)	Support Apprentice Teacher by supporting their development of behavior management strategies and instructional practice
Math Department Chair	Math Teachers (2)	Curricular support, instructional planning, observation feedback, collaborative data analysis, some co-teaching if necessary
Humanities Department Chair	Humanities Teachers (4)	Curricular support, instructional planning, observation feedback, collaborative data analysis, some co-teaching if necessary
Director of Student Support	Special Education Teachers (2)	Support special education teachers through observation feedback and action planning to target struggling students' specific deficit areas
Director of Student Support	English as a Second Language Teacher (1)	Work with ESL teacher to identify students who need ESL support – whether

		classified as such or not – and support the provision of ES L services through materials modification, supplementary lessons, multi-modal approaches, or re-teaching in small groups

The development of our academic program thus far was informed by visiting successful school models in the charter, independent, and district schools. We attended a number of conferences on interdisciplinary learning and arts-integration such as ACSD's Whole Child Institute and the Academy for Teachers, and have gathered the tools, resources, and partnerships to launch a 9-month planning period to actualize the vision for our school that has resulted.

We know that exceptional teaching will be paramount; to recruit and retain a high quality teaching staff, the founding Instructional Leaders and Board of Trustees have already begun cultivating relationships in professional networks such as the Juilliard School, Teach for America, High Performing Charter School Networks, the Harvard Graduate School of Education, and independent schools such as Spence, Packer, and the Blue School.

R08 – B On-going Teacher Supervision and Support

We believe that the highest impact lever to meet the aforementioned objective is staff development and support. Our approach to staff development was informed by visits to and conversations with leaders form Charter Schools known for achieving academic excellence through positive staff culture and buy-in. In his business leadership book Drive, Daniel Pink wrote: "Control leads to compliance; autonomy leaders to engagement." In the same way we aim to build an environment that marries structure and freedom for our students, we want teachers to feel free to innovate in pursuit of excellence. Tom Kelley, the General Manger of IDEO said: "The ultimate freedom for creative groups is the freedom to experiment with new ideas. Some skeptics insist that innovation is expensive. In the long run, innovation is cheap. Mediocrity is expensive—and autonomy can be the antidote." Not unlike a business, schools need to invest in their people early to grow human capital quickly. Because teacher quality correlates directly to student achievement, giving our teachers the support to innovate and autonomy to engage on their terms will pay dividends in student achievement.

We saw this play out positively in a number of schools we visited. Intent on replicating some of their best practices for management and leadership, we will operationalize the positive, collaborative culture and climate we saw in charter, district, and independent schools in some of the following ways:

School	End Goal	Strategy
Teaching Firms of America, Bedford Stuyvesant	Adults rarely question or push back when new initiatives are introduced. This results, their Principal explained, in a lot of time saved trying to convince teachers to comply or manage lack of buy-in on the back-end.	Like TFOA does, we will invite staff members to participate in a number ILT meetings. This allows teachers' priorities and opinions to be weighed for decisions and promotes transparency among leaders and staff
High Tech High, Las Angeles	Staff members self-report that they feel valued and heard at their place of work, resulting in high degrees of teacher retention	We will value relationships, and cultivate them deliberately by giving adults sage spaces and trainings around having difficult conversations and leveraging positive relationships for productivity and collaboration
City Neighbors Charter School, Baltimore	Teachers plan a number of extra-curricular activities for their kids	Rather than requiring teachers to facilitate "enrichment activities" or "incentive trips," the ILT will encourage teachers to plan special activities with kids together to promote a climate of professional, joyful collaboration across our school program
Ocean Hill Collegiate Charter School	Ocean Hill Collegiate Charter School is one of Uncommon Schools' most successful middle schools, both in terms of achievement and climate. Of the many successful Collegiate schools in the network, the recruitment team gets the most inquiries regarding OHC.	Teachers attribute this to feeling valued at work, and enjoying their days at school. Like the Instructional Leader at OHC, we will allow teachers to drive their own goal-setting process and set their own agenda for check-ins. We will put teacher happiness first.

R08 – C Professional Development

Just as we encourage our students to use achievement data to take ownership over learning and define targeted areas of growth, we will push our teachers to guide their own development using the Danielson Framework for Teaching. We are very excited to be collaborating with Charlotte Danielson, the original author of the framework, on the development of a fifth domain to measure effective arts integration in the classroom. Led by our trustee Adam Faulkner, we plan to work with Danielson and her team during our planning year to produce an instrument that will be of real use to our teachers next year, and optimally, could be adopted by other teachers locally and/ or nationally to vigorously infuse the arts into instruction. PD goals, schedules, and resources will be accessed across the faculty in response to growth and strength areas as determined by the 5 domains of the Danielson Framework for Teaching.

In addition to constant development within our four walls, teachers will participate in all-staff PD each Wednesday and will be on-boarded during Summer Institute in August, when staff convenes for a 3-week institute. (In year one, our institute will be extended to 4 weeks). We will spend the first three days at Vacamus, our overnight camping facility that we have partnered with to "bond" and share hopes and fears in a relaxed environment, and School leaders will introduce our core mission and objectives, achievement goals, and school culture. Upon our return, our time together will be focused on collaborative analysis of incoming student data, interdisciplinary unit planning on grade levels, workshops facilitated by the Special Education Collaborative, behavior management for students who struggle to self-regulate, and, among other things, we will spend a significant amount of time working together to enhance our shared physical space so that it accurately reflects our mission and inspires our community. The majority of PD programming over the summer will be responsive to our teachers' professional priorities. Hosting a number of on-boarding meetings and celebrations in the spring and throughout the summer leading up to Vacamas, we will collect as much information about what our teachers need to be successful as we can, then program accordingly. Additionally, getting to know teachers in the spring will help us schedule some opportunities to learn from the people we've already got in the building during PD.

As a small school in the first couple years of operation, we will rely a great deal on contacted PD so that we can expose our teachers to as much cutting edge research-based, rigorous content as possible. Key providers will include:

The Parent/Teacher Home Visit Project (PTHVP) will be significant part of our year, and thus Summer Institute. As part of our Summer Institute (see above) teachers will be trained by a team from PTHVP, a research-based model of family engagement that supports teachers in the practice of conducting school visits and leveraging strong relationships to build trust and

respect between families and school staff. Increasing personal and professional capacity by instilling cultural competency has been shown to increase student attendance and test scores and decrease detention, suspension, and vandalism rates. If we have a good experience with it, then we will co-apply for a grant with a district school to collaborate around accessing that resource together.

Special Education Training Support via the NYC Special Education Collaborative, a program that grew out of the NYC Charter School Center to support SPED programs through training, resources, and expert guidance in order to create a successful program. We plan to enroll in the CSE and encourage every staff member, regardless of the subject they teach, to develop their support skills around students with special needs. We will contract **Think:Kids** to support teachers around behavior management for SPED students who struggle with self regulation, and the **Yellin Center** to learn about the neuroscience involved in supporting diverse learners and learning styles.

Our entire staff will attend the **Progressive Schools Institute (PTI),** founded in 2012 by Damian Fernandez, Head of School at Ethical Culture Fieldston School. The Progressive Teaching Institute is a week-long conference that spotlights best practices in and out of the classroom, and explores pedagogical trends in progressive education. (See partnerships for invitation to attend). By participating in PTI, our teachers will not only benefit from engaging programming over the summer, but also make valuable professional contacts to collaborate with throughout the year.

These trainings will begin during Summer Institute and continue throughout the year. Weekly PD Our schedule includes an early dismissal every Thursday, so that teachers may attend our weekly PD session from 1:30 to 4:30. Teachers will spend time collaborating, sharing best practices, aligning their lesson plans to the CCSS and NCAS, determining effective assessment techniques, interpreting and analyzing student data, and evaluating the progress of all students, including those with IEPs. We are committed to providing the bulk of our PD time during these regular school hours, as we believe our teachers need a healthy work-life balance. Teachers will also be given stipends to participate in individualized PD opportunities outside of school specific to their own professional goals. Grade-Level Meetings There will be weekly grade-level meetings to track student progress, identify areas of concern, and assess overall student performance towards meeting our achievement goals. Unit and lesson plans will be shared for informal feedback and to identify areas of alignment with the CCSS and the NCAS.

We have established a number of partnerships with independent schools and cultural institutions to ensure that we offer teachers a wide array of professional supports and enrichment opportunities. The Spence School math department, The Juilliard School

Educational Outreach program, Ethical Culture Fieldston School, and Packer Collegiate are just some of the partnerships with whom we look forward to growing. Accordingly, often time times will go to one of these schools to do an observation or participate in a Department meeting. These institutions have all pledged to support our staff in our opening years. School Visits All staff members will be required to visit three schools over the course of the year. In addition to visiting other charter schools, teachers will be expected to visit district and independent schools to ensure that they are exposed to a variety of educational practices.

Additional Opportunities Teachers Will Access:

Harvard Graduate School of Education Rebecca Lebowitz will serve as a valuable connection to the Language and Literacy researchers at HGSE, allowing our teachers to pilot some of the cutting edge programs developed in their research labs. Specifically, Lebowitz will support teachers with the implementation of Word Generation, an interdisciplinary vocabulary development tool that allows us to collect and track longitudinal data about word learning. Lebowitz was on the founding team for the WordGen project.

The Academy of Teachers This non-profit organization brings NYC teachers together with leading experts in a wide range of academic and artistic fields for Master Classes held in NYC's greatest institutions. Founding Director Sam Swope will assist us with designing exceptional PD opportunities for our teachers, and will facilitate connections between our faculty and leaders at these institutions in order to develop highly specialized learning opportunities for our students. Staff Development Retreats Leaders, teachers, and staff will gather twice a year for a three-day retreat to re-visit our mission and evaluate our progress toward meeting our achievement goals. The entire team will reflect on our areas of strength, and identify areas where we are still developing. After the community establishes short and long term goals, the entire team will create an action plan to realize these objectives.

Teachers will also participate in domain-specific training, co-planning, and student data analysis. Individualized Enrichment Opportunities All teachers are eligible for a $1500 stipend each year, to pursue an outside opportunity specific to their own professional goals.

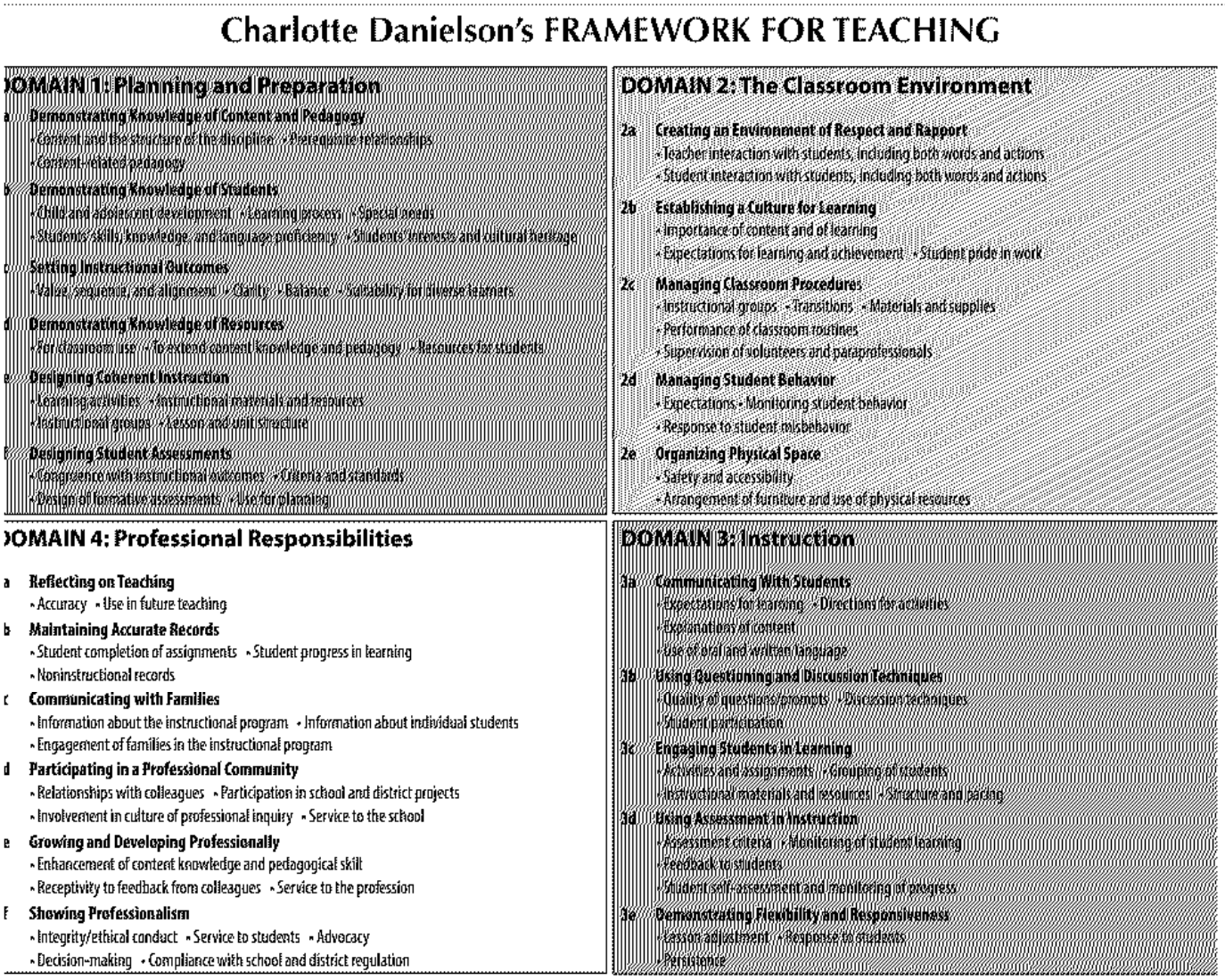
R08 - D Teacher Evaluation and Accountability

Developing capacity on the ground by investing in growth opportunities for Teachers and Leaders is a priority for the Board of Trustees. As a new, independent Charter School, we understand the sourcing high quality supports from experts in the field will be necessary to start strong. The board is committed to prioritizing this, and will use the Danielson Framework for Teaching to evaluate teachers to monitor their growth and efficacy. The system for evaluating teachers will be data-driven and goal oriented so that the board always has a clear picture of how teachers are impacting measuring outcomes with regards to assessment, attendance, behavior, and academic grades. Progress toward academic goals (Outlined in

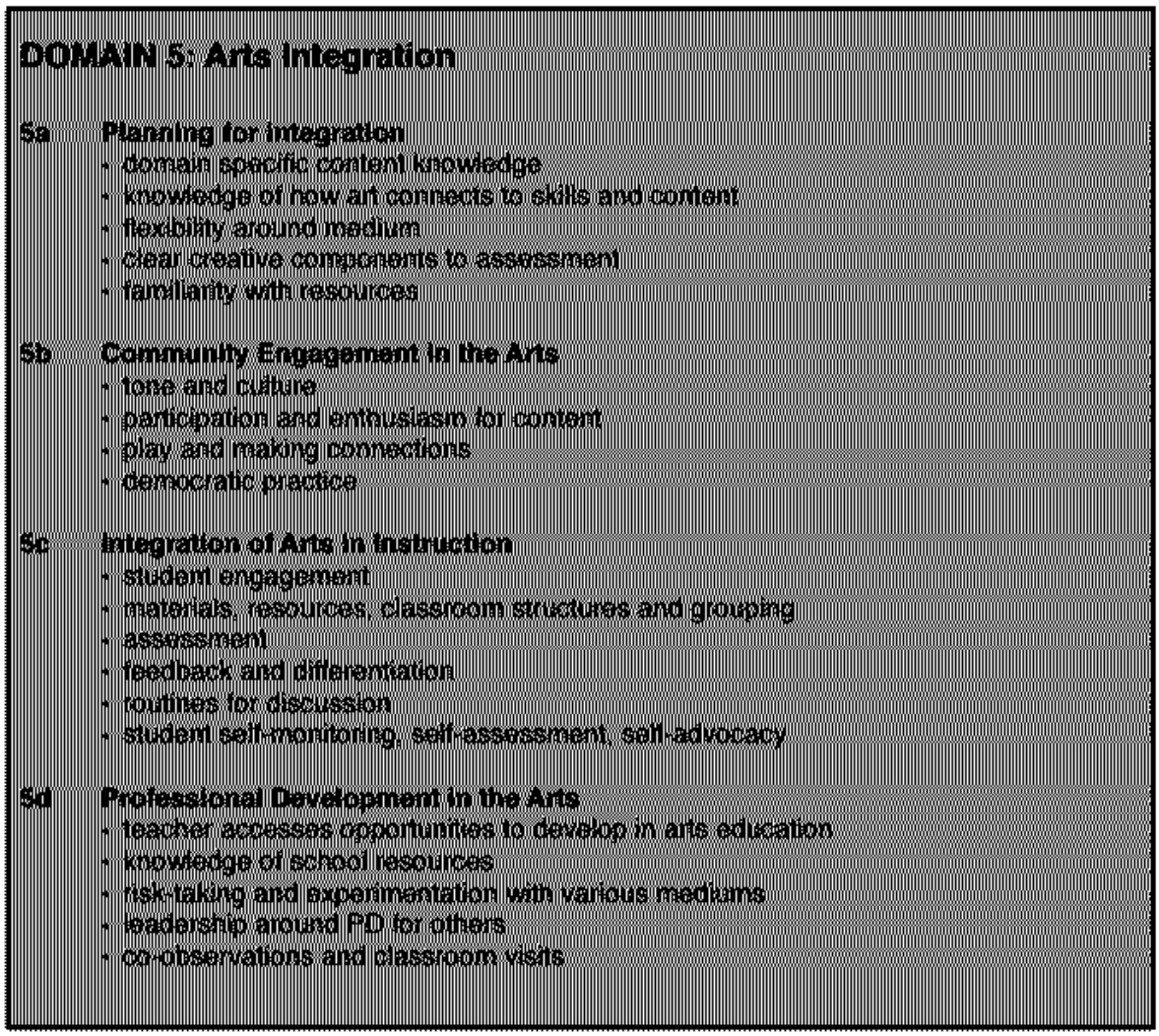
section) will be reported to the board at each meeting; we will primarily use ANet to collect data about Math and ELA growth, but science and Humanities teachers will develop formative assessments that can be graded in a standardized manner to share with the board of trustees.

Led by the Principal, we will use the Danielson Framework for Teaching to evaluate teachers with the objective of supporting their strengths and growing weak areas. Evaluations will be prepared and facilitated by teachers' designated instructional leader, and debriefing conferences will be attended by an additional member of the leadership team. Using the Danielson Framework for Teaching, teachers and leaders will reflect on their strengths and set goals to improve curriculum, instruction, and culture in five domains:

1) planning and preparation
2) classroom environment
3) instruction
4) professional responsibilities
5) arts integration.



We are very excited to be collaborating with Charlotte Danielson, the original author of the framework, on the development of a fifth domain to measure the impact of Arts Integration on these four core domains. Led by trustee Adam Falkner, Founding Director of the Dialogue Arts Project and on the faculty of Columbia Teachers College and Vassar College, Falkner will support our work with Charlotte Danielson and her colleagues during our planning year to produce a finalized instrument that isolate the effect of the Arts in teaching practice. The fifth domain will be measured using the same scale as the previous four, and exists currently in this form:



DOMAIN 5: Arts Integration

5a Planning for integration
- domain specific content knowledge
- knowledge of how art connects to skills and content
- flexibility around medium
- clear creative components to assessment
- familiarity with resources

5b Community Engagement in the Arts
- tone and culture
- participation and enthusiasm for content
- play and making connections
- democratic practice

5c Integration of Arts in Instruction
- student engagement
- materials, resources, classroom structures and grouping
- assessment
- feedback and differentiation
- routines for discussion
- student self-monitoring, self-assessment, self-advocacy

5d Professional Development in the Arts
- teacher accesses opportunities to develop in arts education
- knowledge of school resources
- risk-taking and experimentation with various mediums
- leadership around PD for others
- co-observations and classroom visits

Teachers will participate in Evaluation exercise twice annually, setting goals they will work toward with their instructional leader.

Every instructional position at New York City Charter School of the Arts has a detailed job description that lays out specific roles, responsibilities, and deliverables Instructional Leaders can expect to observe daily. These delineated tasks form the basis for the goal-setting and evaluation processes, which are intrinsically linked. ***There will not be a cumulative score for***

teachers. Instead, they will set SMART (specific, measurable, attainable, realistic, time-bound) goals with their instructional leaders and re-visit them during their annual review. During the mid-year and end-of-year meetings, as well as other check-ins, the teacher and supervisors track and discuss progress toward meeting these benchmarked goals. School-wide goals are developed from these; the process of identifying three school-wide goals is informed by school data, trends, and developments that the school leaders, faculty, and staff come together to discuss.

Quantitative instruments will be used to track professional growth; student assessment outcomes will not be used to determine compensation, however. Instead, teachers' use of student achievement data to inform pedagogy and practice will be considered in the context of the third domain (Using Assessment in Instruction). Teachers' evaluation results, and the reflective forward planning that precedes their review, will be used to create personalized coaching and professional development plans in before the second trimester begins in January, and the second formal review, occurring in early May, will be used to inform decisions about retention and job responsibilities the following year. Despite the fact that staff are not directly evaluated based on student assessment outcomes, all staff will be trained to understand SUNY's accountability system, and will understand the importance that student achievement of the State assessments plays in the overall viability of the school.

Messaging around how the school is holding them accountable will be clear from the initial stages of the hiring process, when teachers will be asked about their understanding of what makes a high quality teacher, to Summer Institute and the onboarding process, when they will be asked to reflect on their practice using questions prompted by and aligned to the Danielson Rubric. The five domains will be outlined clearly in the Staff Handbook, along with clear description of the roles and responsibilities of teachers.

The Evaluation Process

Twice annually, once in November and once in May, leaders do an inventory of teachers in their school. While these sweeps are not evaluative, nor will be calculate their scores holistically, they specific data they reveal will be used to Drive future action planning.

1) Teachers and their Instructional Leader meet to discuss lesson for observation: objectives, desired outcomes, materials, artifacts, strengths, and concerns. Teachers and will also share global areas of strength and concern in their practice. They will complete the following form: (Highlights indicate that question was added to original Danielson Framework for Teaching planning conference template.)

Notes from the Planning Conference

Instructional Outcome:

Strategies for formative assessment:

Activities Planned:

Teacher identified global areas of strength:

Teacher identified global areas of growth:

Specific practices/examples of the above to note: (i.e. pacing, economy of language, lack of diversity of methods; strong integration of academic vocabulary, clear connection to visual art established)

2) Instructional Leader conducts observation using the following instrument:

FORMAL CLASSROOM OBSERVATION

Teacher: _____

Classroom: _____

Date: _____

Observer: _____

Notes from the Planning Conference

Instructional Outcome:

Strategies for formative assessment:

Activities Planned:

TIME	OBSERVATION NOTES	D/C

3) Instructional Leader Reflection Conference document, using it to drive the conversation. Conference is attended by an additional member of the Instructional Leadership team; if Teacher may request attendance of another teacher instead. Participation by additional teacher instead of Instructional Leader is subject to Principal approval, however. Reflection Conference document follows; highlighted are additions made to the original template.

REFLECTION CONFERENCE

Questions Regarding the Observation:

Areas of Strength:

Use of Arts-Integration to impact learning:

Areas for Focus:

Next Steps:

Resources Available:

4) A final document is produced that summarizes the teacher's competencies and growth areas based on the observation lesson and larger professional goals established at pre-observation meeting and suggests a course of action combined with PD opportunities. This artifact stays on file so that teachers and learners can continue to learn grow their practices in a targeted way together.

R09a – School Culture and Discipline

Purpose Over Power[1]: School Culture and Discipline at City School of the Arts

> "We need to teach our youth that they can help people; that they can lead; that they can make lasting and important changes in their communities and across the globe. Society, employers, educators and parents need to recognize that our children's successful personal and social development must start with a mastery of several complex skills - empathy, teamwork, leadership and change-making."
>
> —Ashoka CEO and founder Bill Drayton[2]

If our approach to Curriculum and Pedagogy is designed to help us achieve the first part of our mission (to help a diverse community of young people engage with the arts as a pathway to rich and rigorous academic scholarship), our approach to Culture and Climate is designed to achieve the second part: to help students lead a creative, purposeful life. Inherent in the words "creative" and "purposeful" is the idea of student agency. Therefore, it is critical that our school culture reflect not an imposition of hierarchical structures designed solely to ensure student compliance, but rather a dynamic and non-hierarchical implementation of cultural systems designed to balance structure and freedom with the ultimate goal of supporting personal responsibility, empowered choice and leadership.

This vital balancing act between structure and freedom in service of helping students ultimately take responsible ownership of their choices and become powerful leaders in their community is foundational to our approach to school culture and discipline, and it aligns purposefully with our yearly curricular themes.

- *Structure* is embodied in the 6th grade theme of "Systems." In addition to studying systems in their various academic and artistic classes, 6th graders learn to navigate and hold themselves accountable to the cultural systems designed to maintain a safe, orderly, respectful learning environment at City School of the Arts.[3] In their first year, students develop a clear understanding of the rules, practices and expectations that we agree to uphold as a community and the consequences that follow when these norms are breached. In order to establish a culture of consistency, safety and respect, 6th grade students will be expected to learn and follow norms such as transitioning between classes in an orderly quiet fashion and sitting in assigned seats at lunchtime, for example.

---

[1] Teach Like a Champion, Doug Lemov

[2] From Bill Drayton's article *The World Needs More Social Entrepreneurs*, Harvard Business Review, March, 2010

[3] Because we are committing to backfilling as seats open up, it will be necessary for student who join us after 6th grade to get brought up to speed quickly with City School of the Arts cultural norms and expectations. Orientation at camp will play a large role in this process, and new students' advisors will also be expected to spend some time helping their new advisees get oriented. As the school grows, ideally there will be a student-led group that takes responsibility for making sure new students are given the frameworks they need to understand the cultural processes and other unique features of City School of the Arts.

- *Freedom* is evoked by the 7th grade theme of "Disruption." It is developmentally appropriate for 7th graders to experiment with pushing against boundaries[4], and rather than seeking to fundamentally suppress this natural instinct, we encourage members of our 7th grade community to (safely and respectfully) explore the productive potential of divergence, not only as it plays out across scientific, social and artistic domains, but also as it impacts school culture. As 7th graders prove themselves capable of respecting and following our school's cultural systems and structures, they begin to earn greater degrees of freedom and the right to express themselves more freely. Simple examples of this freedom might be the earned right to transition among classes on their own or choose their own seats at lunchtime.
- *Empowered choice and leadership* find expression in the 8th grade theme of "Paradox." As the "senior class" of City School of the Arts, 8th graders are expected to develop a nuanced understanding of the balancing act between structure and freedom, safety and creative risk, common good and individual fulfillment. As they navigate these dualities with more skill and begin to recognize the synergistic relationship among them (the incongruous notion, for example, that well-designed structures can actually support greater freedom, or that physical and emotional safety can nurture the courage required to make bold creative choices) 8th graders are encouraged to act as leaders in the school. They may take on roles as peer mentors and mediators for students in the younger grades, or act as directors or coaches in their artistic ensembles. Their leadership may find an outlet through participation in student government or in writing a petition to address a school rule he or she feels should be amended or changed**.** Eighth graders are encouraged to model the empathy, discernment and leadership required to grapple with competing viewpoints and make bold yet compassionate choices.

Learning to thrive in this last stage—empowered choice and leadership—depends fundamentally on students ability to master the art of self-reflection. The ability to hold paradox is never about memorizing and replicating a correct answer that remains constant regardless of shifting context. Ultimately if our goal is that students will be able to self regulate (and do the "right" thing even when no authority figure is watching) then they need to learn the act of noticing their own behavior, reflecting on the internal and external mechanisms affecting it, and take responsibility for a choice or action that can be designed differently in the future to yield a better outcome.

In order to enhance students' ability to use self-reflection meaningfully to move toward increasing autonomy, we as a teaching staff and learning community must set and model high expectations for student conduct that are normed across the whole school, explicitly teach and model those expectations, track student behavior (for the purpose of helping students eventually track their own), carrying out interventions in a consistent, purposeful way and creating meaningful opportunities for students to practice reflection. Each of these domains is outlined further below:

[4] http://pubs.cde.ca.gov/tcsii/documentlibrary/characteristicsmg.aspx

1.) SETTING HIGH EXPECTATIONS FOR STUDENT CONDUCT

Taking our cues from successful arts-based schools that serve diverse populations such as Boston Arts Academy and City Neighbors in Maryland, City School of the Arts will set high expectations for student behavior. At the root of our community's expectations for student conduct are three simple ethics: The ethic of Learning, the ethic of Love and the ethic of Leadership.

Within each domain are four foundational agreements that each community member—child and adult alike—agrees to live by and be held accountable for at our school. City School of the Arts' Three Ethics and the agreements that support them are:

LEARN	LOVE	LEAD
I take learning seriously I treat fellow learners with respect I show gratitude for learning space, time and materials	I show empathy for myself and others I give people the benefit of the doubt I care for my community and my world I pour love into my work	I embrace diversity and difference I show integrity in word and action I channel emotions into creative power I use my voice for positive

During our first all-staff planning in May of our start-up year (referenced in our Action Plan) the adults in the building will work together to norm these ethics and their corresponding behaviors so that there is coherence and explicit agreement about what behaviors support these agreements and what behaviors constitute breaches. This norming process, led by the Director of Student Support in collaboration with the Social Worker, will train teachers in recognizing and responding effectively to student behavior as it relates to this framework. The results of this norming activity will form the basis of the student handbook.

In addition to the three ethics and their corresponding agreements, City School of the Arts will hold students and faculty accountable to the terms set forth in the Dignity for All Students Act and the Gun-Free Schools Act.

2.) EXPLICITLY TEACHING AND MODELING THESE EXPECTATIONS

The three ethics and the behaviors associated with their corresponding agreements are taught explicitly during Orientation at Camp, in Circle (our small-group/ single-gender advisory that meets three times a week) and during weekly community meetings. Furthermore, nature immersions at Camp, artistic work during after-school Ensemble, and whole-school activities such as the Spring Musical represent concrete opportunities for these ethics and agreements to be directly taught and practiced. Finally, our cultivation of relationships with parents and family members serve to model and help students uphold

these ethics and agreements. Each of these special elements of school culture is described briefly below:

Circle: We envision our school as a place where every child is seen, heard, known, challenged and nurtured. This vision is carefully cultivated in a small group/ single gender meeting that we call Circle. Several times a week our students circle up with an adult mentor and a group of 10-12 peers of their same gender who not only stay together throughout the year but also travel together as they move through their three years at City School of the Arts. These small learning communities provide a safe, nurturing and challenging space for students to build healthy identities as individuals, as community members and as creative change-makers in the world beyond the classroom. Drawing on a curriculum developed by our Director of Arts Integration and Culture in close collaboration with our Social Worker, drawing on the work of The Yellin Center, our students will use their time in circle using mindfulness techniques, creative writing, and self-reflection to explore the Three Ethics in depth:

LEARN: How do I grow as a learner to become my best self?

LOVE: How do I interact compassionately and collaboratively with others?

LEAD: How do I live with purpose and make my mark?

Circle not only creates a unified framework for students to develop new academic strategies, grapple with socio-emotional issues and translate learning into leadership; it also supports the school-wide norming of cultural and behavioral expectations by giving staff members a shared instructional context within which to collaborate and innovate.

Ensemble: Ensemble meets four times a week during Extended Day and offers a wide variety of activities. Morse Teaching Artists from The Juilliard School's Education Outreach Department will guide small group instruction in strings, wind and choir ensembles. Ensembles play to our core teachers' strengths as well, with other possible elective offerings including visual art, art critics' blog, game design, chess, robotics, etc. based on teacher expertise and student interest. This time is also designed to help emergent student leaders practice gradually taking on responsibility for teaching and leading in a supportive, nurturing small-group setting.

Camp: Throughout the academic year, students will spend three 3-day sessions at Vacamas, our partner wilderness camp an hour outside of the city (agreement letter from Camp Vacamas is included in R12b – Partner Commitment.) Hands-on artistic and academic learning in nature helps students understand--and ultimately act with responsible stewardship of--the dynamic interconnection of natural, human and technological systems that shape our world. When students work together in a natural setting to carry out meaningful intellectual, artistic and physical work, they nurture their creative capacities, their sense of self and community, their leadership and perseverance, and their practice of mindfulness.

Summer Orientation for students takes place over the first several days of school in the form of two staggered single gender trips culminates in a whole-day field trip with the entire staff and student body. Grounding this culture-building work in kinesthetic learning in a natural setting creates a touchstone—embedded in sense memory—that we can return to as a community.

School Musical: One of the cornerstones of our school's culture of student engagement and leadership is the annual production of a whole-school musical. Directed by Kate Quarfordt and performed toward the end of the spring, the musical represents a joyful culmination of the school year that brings our community together in creative celebration. When students are involved at every level of production—not just singing, acting and dancing but also stage-managing, directing, designing and building sets, running lights, sewing costumes and selling tickets—musical theater becomes a truly interdisciplinary art form that spans the humanities, the fine arts and the sciences. The period of preparation for the show is an especially special time for our community to build intergenerational connections, with parents and grandparents coming in teach students to build, cook and sew, and younger siblings spending time in the company of their older peers. It is no accident that so many former musical theater students of our trio of co-founders have gone on to graduate college, become successful professionals and then returned to join our founding staff (Chris Moncrief), Board of Trustees (Denisse Polanco) and Volunteer Corps (Ingrid Williams, Letishia Dhanpaul, Rockyatu Otoo, Josh Vargas and others.) These successful, spirited young people embody the legacy of creative purpose and leadership at the heart of our new proposed school's mission. The joyful, creative, community-focused culture that they helped us to establish in the Bronx now has the chance to live on—under their leadership—for a new generation of learners and change-makers on the Lower East Side.

3.) TRACKING STUDENT BEHAVIOR TO GENERATE ACURATE DATA

We take an intentional and methodical approach to tracking student behavior, both positive (that which upholds or exceeds expectations) and negative (that which represents disruptive, inappropriate or harmful deviations from those expectations). The ultimate goal of this process is to help students build their muscle for self-reflection by giving them quick, unobtrusive feedback on their behavior that gets logged quickly, keeps situations de-escalated and gives students the opportunity to return swiftly to their work. Using the data system PowerSchool, our teachers and staff members will be able to quickly track a wide array of student behavior, including logging attendance, evaluating level of focus and engagement in the classroom, flagging disruptive or disrespectful behavior and entering incident reports. Ease of use and streamlined aggregation/ analysis of data makes this system especially appealing to us as it frees teachers from wasting valuable planning time transferring written data from clipboards to computers and crunching numbers in spreadsheets. Data gathered on the PowerSchool platform can be easily shared and analyzed in multiple ways, giving teachers, students, parents and staff members nearly instantaneous access to data that can be used to determine appropriate intervention strategies for students who are struggling behaviorally, encouragement for those who are developing and recognition for those excelling.

4.) INTERVENING CONSISTENTLY TO PROMOTE STUDENT REFLECTION AND ACCOUNTABILITY

The physical safety, emotional health, and academic and artistic integrity of all individuals in our community, as well as the care of our learning spaces and materials, will rest on our collective ability to live up to the three ethics and their corresponding agreements. When our schools ethics and agreements are not upheld, negative behaviors will be addressed through a structured sequence of consequences. Our approach to student discipline at City School of the

Arts is grounded in restorative practices that support students in noticing and naming their behavior patterns, exploring root causes for these behaviors, participating with courage in potentially difficult conversations, taking responsibility for actions through reflection, making amends when necessary, and mindfully reintegrating with the community once the situation has been resolved. Other disciplinary consequences such as detentions, suspensions and expulsions are also employed.

Behaviors misaligned with the three ethics and other school expectations will be handled quickly, compassionately, firmly, and consistently according to the Sequence of Reflection below, influenced by reflective disciplinary practices used by City Neighbors Charter School, a high-performing diverse arts-infused charter middle school in Maryland.

5.) PROVIDING CONTEXTS AND SUPPORTS FOR MEANINGFUL SELF-REFLECTION

In the scenarios below in which a student is asked to

CITY SCHOOL OF THE ARTS SEQUENCE OF REFLECTION

Negative Behavior	Qualifying Behaviors	Consequence
Minor disruption to learning	Talking in class, intentionally not following directions, making off-task sounds or movements	Non-verbal reminder
Second consecutive disruption to learning (in the same class)	Talking in class again, refusing to follow directions, make noises, engaging in off-task behaviors	Verbal reminder
Third consecutive disruption to learning (in the same class)	Further disruption or escalation	Student must excuse him/herself to the Reflection Center, a quiet writing space in the classroom where student can respond to a series of short sentence starters designed to spur reflection regarding 1. Which of the Ethic/Agreements was breached by the behavior 2. What contributed to the behavior (internal/external factors?) 3. How responsibility can be taken/ what if any amends need to be made? 4. What would be a better choice

		in the future? Once written reflection is completed, the student may rejoin the rest of the class.
Fourth consecutive disruption to learning (upon return from in-class reflection center)	Further disruption or escalation	Lunch Reflection: Student will report to the reflection center, a room dedicated to re-setting students who are struggling to following instructions, at lunch to write a reflection memo about how their behavior negatively impacted the community. Like in-class reflections, Reflection Memos will ask students to identify which of the three ethics or four agreements their behavior breached, think about what internal and external factors came into play, decide how to take responsibility, and what course of action could prevent similar issues in the future. Unlike in-class reflections, Reflection Memos require student to meet briefly with member of the CIT to process the incident. // If removal from the classroom is necessary due to escalation of problem, CIT member is notified and comes to escort the student to the Reflection Office. This results in an automatic Formal Reflection (see below.)
Two Lunch Reflections in one week	Earning a lunch reflection on Tuesday and Wednesday	Formal Reflection: Student is issued a "Formal Reflection Notice," indicating that he/she must report to the reflection center after school on the next consecutive day. Formal Reflection Notices must be signed by a parent.
Automatic Formal Reflection	• Skipping class • Defacing school property	Student is issued a "Formal Reflection Notice," indicating that he/she must report to after school

	• Egregious disrespect (raised voice, inappropriate language, cursing) • Vulgar/sexually explicit language or gestures •	detention the next consecutive day
Formal Behavior Review: Tier 1	• Stealing • Cheating • Threat/verbal abuse	1-day suspension [i]
Formal Behavior Review: Tier 2	• Possession of tobacco or alcohol • Physical violence (punching, kicking, wrestling)	2-day suspension
Formal Behavior Review: Tier 3	• Possession of weapon • Extreme physical violence (causing significant medical harm to another through punching, kicking, or wrestling)	3-day suspension

[i] We do not believe that "In-school suspensions" are an effective use of student or teachers' time. We believe that giving students and families one day to reflect on their behavior and the decisions that led to it should suffice to re-set the student and position him/her psychologically to have a better day when they return.

R09b. Discipline Policy

OVERVIEW

NYCCSA's approach to discipline will be inclusive and fair, aimed at helping students build a self-reflective process in service of developing good judgment, compassion and increasingly self-regulated behavior. Our policy will be transparent while respecting the confidentiality of students and families where appropriate. All members of the school community, including leaders, teachers, students, staff, and families will be included in the successful implementation of our discipline policy.

Our "Sequence of Reflection" program allows for maximum student accountability with minimal classroom disruption, and provides students and community members the opportunity to learn and grow, rather than simply being removed and/or punished. Again, our priority is that a student returns to the learning environment as quickly as possible, having come one step closer to developing the knowledge and skills to make strong, respectful choices and avoid undesirable behaviors that negatively impact the learning community.

The following three ethics and the four agreements form the foundation of our school's culture.

LEARN	LOVE	LEAD
I take learning seriously I treat fellow learners with respect I show gratitude for learning space, time and materials	I show empathy for myself and others I give people the benefit of the doubt I care for my community and my world I pour love into my work	I embrace diversity and difference I show integrity in word and action I channel emotions into creative power I use my voice for positive

Through explicit instruction and daily modeling from teachers (and ultimately peer mentors) students will internalize the behaviors that support these agreements and learn to identify and curb those that do not. Critical to this process is the understanding—carefully cultivated by adults and students alike—that simply suppressing or attempting to control or root out "bad" behavior may have short-term benefits but rarely yields the kind of lasting self awareness required for students to develop authentic emotional maturity. The "Sequence of Reflection" described below is the cornerstone of our in-school discipline policy. This protocol is designed to give students a focused, targeted way to express their thoughts and feelings about a

disruptive event or inappropriate behavior. By responding to brief written prompts and thinking about which agreement was violated and why, students are encouraged to take ownership of their behavior, make plans to make amends as necessary, reflect on what choices might be more appropriate next time, and return to their learning.

DISCIPLINARY OFFENSES

Student disciplinary offenses at City School of the Arts are those that violate the above code. It is important to note that these offenses may occur at any point in the day, or any place where a student may be during the school day, such as in transportation to and from school, or at a school-sponsored event or field trip. In addition, certain school-related offenses may occur outside of what is generally considered the school day or school grounds, and would include cases of cyber-bullying or any other type of on-line harassment. Any act that could be construed as detrimental to the welfare of City School of the Arts or any member of its community may warrant disciplinary measures.

The following is a list of certain actionable offenses:

GENERAL DISRUPTION OF ENVIRONMENT/SCHOOL RULE VIOLATION

- Tardy to School or Class: being late to school and/or class negatively impacts the entire learning community. It is disruptive to the classroom environment, impedes learning for both the individual and the class, and in some cases, creates additional work for the instructor. It is important to note that frequent tardiness, to school and/or class, may result in poor academic achievement and possibly a promotion in doubt status.
- Truancy/Cutting Class, detention or school-mandated event: Attendance is required at all NYCCSA classes, events, field trips, earned detentions, etc. Students are, under no circumstances, permitted to leave of their own volition, without the expressed written consent of their parent or guardian. As a general rule, frequent unexcused absences alone do not result in a short- or long-term suspension. However, it may lead to poor academic achievement and/or promotion in doubt status.
- Misconduct on School-Provided Transportation: The environment on any NYCCSA provided transportation is expected to be similar to the classroom. Offenses may include foul language, inappropriate touching, placing students' safety in jeopardy, or failure to follow directions. Misbehaving on school transportation may result in temporary or permanent revoking of transportation privileges, in which case a parent or guardian would assume responsibility for the

student's transportation. In extreme cases, extremely egregious behavior may result in suspension/expulsion.

- Tampering with School Equipment or Building: Students may not tamper with any school equipment or hinder the functioning of the building in any way. This would include tampering with alarms, electronic devices, locking or blocking halls or doorways, and using any telephone/intercom system without the expressed consent of a teacher or school leader.
- Dress Code Violations: Students are expected to be in full uniform at every point of the school day. In special cases, NYCCSA will work with families to ensure that their child has the proper uniform components. In extreme cases of school uniform violation, students may not be permitted to attend class, and families may be asked to pick up students who are not in school uniform. Frequent violations of this policy may lead to stronger consequences, such as in-school suspension.
- Candy, Food, Gum and Beverages: Students at NYCCSA are not permitted to eat, drink or chew gum at any time, other than those specified by the school, or with the permission of a teacher/school/leader.
- Classroom Disruption: As stated previously, any disruption to the classroom environment represents an interruption to learning. Our "Sequence of Reflection" as described in the following section, includes our multi-tiered approach to classroom disruptions. Our goal is to provide the quickest return to learning fort all community members, while ensuring adequate resolution and restoring order in the classroom. Frequent or extreme cases of classroom disruption may result in suspension/expulsion.
- Prepared and Ready to Learn: It is expected that all students at NYCCSA will be prepared for class, including having pens and pencils ready, books out, homework completed, and beginning any stated assignments promptly.
- Cheating and Plagiarism: Cheating, whether using forbidden books or devices, or copying another student's work, will not be tolerated at NYCCSA. Frequent violations may result in more extreme disciplinary measures, such as suspension or expulsion.
- Forgery/Failure to Submit Required Signature: Students may not forge the signature of a parent, guardian or NYCCSA teacher or leader. Students are expected to submit all required signatures on any document as requested by teachers or school leaders.
- Lying to a School leader, Teacher or Staff Member: Honesty and integrity are a core component of our code of conduct. Forging a

community of trust is an important mission of NYCCSA, and any attempt to lie or conceal the truth is a violation of our policy.

- Disrespect of a Community Member: Respect is another core component of our code of conduct. Students are expected to show respect toward themselves as well as all other members of the school community, including leaders, teachers and staff members. Frequent or extreme cases of disrespect may result in harsher disciplinary actions, such as suspension and expulsion.
- Inappropriate Items: Students may not bring expressly forbidden items to school, which may include electronic devices, inappropriate books or magazines, any content of a profane or sexual nature, or games/gaming devices. Extreme cases may result in suspension or termination.
- Gambling: Gambling is strictly prohibited for ANY member of the NYCCSA community.
- Misconduct: Any misbehavior will not be tolerated at NYCCSA, which includes both inside and outside the classroom. In addition, this includes transportation to and from school or any school-sponsored event or field trip, walking to and from any designated transpiration pickup areas, or riding on public transportation to or from any school-related event. Extreme cases of misbehavior may be grounds for suspension or expulsion.

HARASSMENT, THREATS, ASSAULT, PHYSICAL HARM, INAPPROPRIATE TOUCHING

- Harassment: Any type of harassment will not be tolerated at NYCCSA, including, but not limited to, bullying (in-person or online), intimidation, teasing and/or tormenting, or causing unnecessary distress to any individual in the NYCCSA community.
- Threats: Any threatening behavior or language, whether verbal or online, will not be tolerated at NYCCSA.
- Assault: Assault of any kind, whether verbal or online, is expressly forbidden at NYCCSA.
- Physical Harm: Causing physical harm, participating in a fight, or play fighting will not be tolerated in the NYCCSA community. This includes intimidation, pushing, touching, or any other form of unwanted contact.
- Inappropriate Touching or Sexual Behavior: Engaging in any type of sexual behavior is forbidden at NYCCSA. Any inappropriate touching or unwanted sexual advance will not be tolerated.

POSSESSION OR USE OF FIREARMS, WEAPONS AND/OR DANGEROUS OBJECTS, ARSON

- Possession or Use of a Firearm: In compliance with the Gun Free Schools Act, 20 U.S.C.§7151, NYCCSA will expel, for a period of not less than one year, any student has been found to have brought a firearm to school, or to have possessed a firearm at school, or at any school-related activity or event. This would include any transportation provided to and from the school, or on public transportation en route to any school-related event or trip.

- Mock Firearms: No mock firearms may be brought to the NYCCSA campus.
- Weapons and/or Dangerous Objects: Students are forbidden to bring any type of weapons to school, including concealed in their personal belongings. Students are not allowed to use any item in a dangerous or threatening manner.
- Arson: Students may not possess matches or lighters, or start any type of fire on the NYCCSA campus.

POSSESSION, USE OR DISTRIBUTION OF CONTROLLED SUBSTANCES, ALCOHOL AND TOBACCO

- Possessing or Using Controlled Substances and Alcohol: Students may not possess or use any non-prescribed narcotic, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage or any type of intoxicant. In addition, students may not be in possession or prescribed or over-the-counter medications. Any prescription drugs, or over-the-counter medications must be delivered to NYCCSA personnel by a parent or guardian, with a doctor's note.
- Selling or Distributing Drugs or Alcohol: Students may not sell, distribute, or possess with the intent to sell any illegal, prescribed or non-prescribed substance. Students should not possess anything related to such items, such as packaging or pill bottles.
- Tobacco: Smoking is strictly prohibited for ANY member of the NYCCSA community. Students may not possess, distribute, or possess with the intent to sell cigarettes, chewing tobacco, or any tobacco products.

LANGUAGE AND CIL RIGHTS VIOLATIONS

- Civil Rights: Students may not violate the civil rights of any NYCCSA community member.
- Profane or Inappropriate Language: Students may not use abusive or profane language, or any language that may be construed as vulgar or

degrading. This would include racial, sexist and homophobic language.

THEFT OR VANDALISM

- Theft or Loss of School or Personal Property: Students are forbidden to steal or damage any school property or the personal property of any community member. In addition to being disciplined, students will be expected to return, replace, or fix any damaged or stolen items.
- Inappropriate Use of School Equipment: Students must treat all school property with respect. This would include books and desks, and any technological equipment that NYCCSA may provide. This would include computers, printers, smart boards and telephones/intercoms. Students may not use school computers to access anything other than their specific assignments. Under no circumstances may students use email, chat rooms, or social media without the expressed consent of a school leader or teacher.

FAILURE TO COMPLY WITH SCHOOL CONSEQUENCES

- Consequences: Students are fully expected to comply with all consequences administered by a school leader, teacher or staff member. Failure to comply may result in more extreme disciplinary measures, such as suspension or expulsion.

REPEATED VIOLATIONS OF THE CODE OF CONDUCT

- Consequences at NYCCSA are created to be fair and encourage learning, growth and personal responsibility. However, repeated violations of the school's code of conduct will result in progressively harsher consequences, and may ultimately lead to suspension or expulsion.

CRISIS INTERVENTION TEAM (CTI)

In our first two years of operation, select teachers will serve on the Crisis Intervention Team (CIT), a cohort of teachers trained in conflict resolution/ crisis intervention (detailed in PD and reflected in budget) who are equipped to assist in handling disciplinary situations. During our school's first two years of operation when we do not have a Dean of students, this team of teachers, supported by the Director of Student Support and the Social Worker, will ensure that the school environment is safe, respectful and orderly. Coverage for CIT's will be scheduled so that there is always a trained staff member on call to respond swiftly, decisively and safely in the event of an

issue with a student. Beginning in year three, the CIT will be supported by the Dean of Students.

IN-SCHOOL DISCIPLINARY PROCEDURES: "SEQUENCE OF REFLECTION"

In-school disciplinary procedures will follow a **"Sequence of Reflection."** Any school leader, teacher or staff member may impose disciplinary measures according to this procedure. The progression of the sequence is as follows:

- Non-verbal Warning: A teacher indicates with their eyes or their body language that a student's behavior is inappropriate. This warning will be as unobtrusive as possible, so that a quick and confidential resolution may be reached.
- Verbal Warning: The staff member follows up with a verbal warning that will concisely indicate the undesired behavior, and the consequences that will be incurred if they do not.
- Reflection Center: each room will have a "reflection center" where students will be sent to give them the time and space to reset their behavior. They will be required to fill out a brief reflection, with prompts such as:
    - What happened?
    - Which of the three ethics or four agreements was violated?
    - Why did the incident happen?
    - How could I have responded differently?
    - What should I do now?

  If the behavior is resolved, the student will return to their desk, and may process their reflection with their teacher at an appropriate time.
- If the disruptive behavior continues or escalates, a Lunch Reflection is issued: A student will be given a referral to "lunch reflection" for later in the day or for the following day, depending on when the incident takes place. They will be isolated from their peers, and reflect with a member of the CIT at this time. Two lunch reflections in a one-week period will result in an after-school detention.
- Send-Out: If a student's behavior is so egregious that they must be sent out, a member of the CIT will be called to remove the child, and process the situation with them, until an appropriate resolution is reached.

IN-SCHOOL SUSPENSIONS

Repeated violations of the NYCCSA may result in an In-school Suspension. Students will arrive to school at the regular time, and will spend the day with members of the CIT. All work will be brought to students so that they may keep up in their classes, and, where

necessary, individual teachers will check in with the student to ensure their understanding, and to emphasize the importance of the student returning to the learning community as quickly as possible.

SHORT-TERM SUSPENSIONS

The Principal may make the decision to impose a short-term suspension, if a child's behavior warrants. If the student breaches the code of conduct in a manner that requires a short-term suspension (10 days or less), then the following procedures will be in place:

- The student is removed from class, or brought in for a meeting;
- The student is made aware of his or her infraction, and the resulting consequence;
- The student may respond to the allegations against them;
- The parent is informed of the situation, and given a written statement of understanding to sign in a meeting with the Principal;
- If the parent or guardian is unable to meet at the school, then the written notice will be sent by express/registered mail to their last known address. In addition, they will be contacted by phone and email to be made aware of the situation. Any non-English speaking parent will be informed, both verbally and in print, in their native language.
- If warranted, the parent or guardian may request a meeting, to present evidence that may possibly result in a reduction of suspended days.

The school shall follow due process procedures consistent with Goss vs. Lopez, 419 U.S. 565 (1975). The complaint policy at NYCCSA allows that a parent or guardian may challenge the decision to impose a short-term suspension, pursuant to Education Law §2855(4).

LONG-TERM SUSPENSION AND EXPULSION

The Principal may choose to impose a long-term suspension, when such action is warranted by circumstance. If a student commits an infraction that requires a long-term suspension (more than 10 days) or expulsion, then the following procedures will be followed:

- The student is removed from class and school;
- The student is made aware of his or her infraction, and the resulting consequence;

- On determination that the student's behavior indeed requires a possible long-term suspension, the Principal will state to the student that he or she is being considered for a long-term suspension or expulsion, and the reason for this action;
- The parent is informed of the situation, and given a written statement of understanding to sign in a meeting with the Principal;
- If the parent or guardian is unable to meet at the school, then the written notice will be sent by express/registered mail to their last known address. In addition, they will be contacted by phone and email to be made aware of the situation. Any non-English speaking parent will be informed, both verbally and in print, in their native language. They will be informed that a hearing is to take place to weigh the evidence and consider either long-term suspension or expulsion as a result. In addition, the notice will state that at this hearing, the student has the right to representation by counsel, to present and question witnesses, and provide evidence,
- The school sets a formal hearing date. The student and parents receive a written notice that states the charges, the date, time and place where the hearing will be held, the notice of their right to obtain legal counsel, present and question witnesses, and provide evidence.
- After the Principal, the Board, and/or a hearing officer hears the case, the Principal and the Board issue a written statement to the student and parent stating the decision. This statement will also be placed in the student's permanent record.

Federal law requires the expulsion from NYCCSA for a period of not less than one year of a student who has been determined to have brought a firearm to the school, or to have possessed a firearm at school, although the Principal may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended).

"Firearm," as used in this law means a firearm, as defined by 18 USC§921, and includes firearms and explosives. The Principal shall refer a student under the age of 16 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 except a student 14 or 15 years of age who qualifies for juvenile offender status under Criminal Procedure Law §1.20(42). The Principal shall refer any pupil 16 years of age or older or a student 14 or 15 years of age who qualifies for juvenile offender status under Criminal Procedure Law §1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

The decision to impose a long-term suspension/expulsion upon a student may be

challenged by the parent(s) or guardian in accordance with the charter school's complaint process, pursuant to Education Law §2855(4).

SERVICES PROVIDED DURING REMOVAL

NYCCSA will ensure that students receive all educational services during a suspension. For students who received a long-term suspension or expulsion, NYCCSA will provide educational services to the extent required by law.

NYCCSA is not required, but may provide instruction to a student before they re-enter another school.

When providing educational services to suspended students, NYCCSA will provide materials in a timely manner, no later than one day following the suspension. The time and location will be of the school's choosing, and the student will be made aware of the expectations. Instruction for suspended students will cover all class materials, including tests and quizzes, allowing them to keep pace with their peers.

9c. Special Education Discipline Policy

NYCCSA will work with the Committee on Special Education (CSE) in CSD 1 or 2, so that clear guidelines for designing and administering disciplinary procedures for special education students are established.

If a student's Individual Educational Program (IEP) includes a Behavioral Intervention Plan (BIP), then that student may only be disciplined in accordance with the BIP. If the BIP appears to potentially be ineffective, or could cause potential harm to the student body, then the matter will be put to the CSE immediately, so that alternate arrangements may be established that are effective.

If a student with a disability warrants a long-term suspension (more than 10 days) during the school year, then that student will be referred to the CSE for immediate consideration, as such a suspension may ultimately be considered a change in placement.

The CSE is expected to follow all its normal guidelines, policies and procedures with respect to the students of NYCCSA, including the notification of parents and their involvement in the process.

NYCCSA shall work with the district CSE to ensure that the committee convenes within 10 days of either of the following:

- An infraction has been committed by a student with a disability who has been suspended the maximum number of allowable days;
- A student with a disability, and, regardless of any prior suspensions has committed an infraction, the infraction would warrant a suspension in excess of 5 days for a non-disabled student.

When the removal or suspension of a student with a disability will constitute a disciplinary change in placement, then NYCCSA will immediately notify the CSE so that the CSE may fulfill its obligations, including:

- Convening a CSE meeting with 10 days to develop a manifestation destination;
- Convening a CSE meeting within 10 days to develop plans to conduct a functional behavioral assessment, or review the current functional behavioral assessment or behavioral intervention plan;
- Provide parents or guardians with a copy of their procedural due rights process;

- Determining educational services or the interim alternative educational environment that would ensure the provision of the requirements of a free and public education that is appropriate for the student.

Students removed for less than 10 days are entitled to receive all classroom assignments, including materials, tests and quizzes, with a schedule for how to complete the assignments within the timeframe of his or her suspension. NYCCSA shall make provisions that will permit a suspended student to make up all assignments, test and quizzes. NYCCSA will also provide additional instruction, where necessary, to ensure that the student has full opportunity to stay current in classes, and develop mastery of all content. NYCCSA may permit, if space is available, students to work at school in an isolated location, under the supervision of a CIT or the Dean of Students (year 3).

A subsequent suspension that, when combined with previous suspensions equals 10 days or more during the current school year, but does not require a change in placement, NYCCSA shall provide services that enable the student to progress appropriately in the general curriculum, while achieving the goals of his or her IEP. In such cases, teachers will consult with school leaders and the Director of Student Support to make the appropriate service determination.

During any removal for drug or weapon offenses [pursuant to 34 CFR §300.530(g)], 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. These service determinations will be made by the CSE. The school will place students in interim alternative educational settings as appropriate and mandated by 34 CFR §300.530(g).

A subsequent removal where the behavior is not a manifestation of the disability, but requires a change in placement, then NYCCSA must provide services to the extent necessary to enable the student to progress in the general curriculum, while achieving the goals of his or her IEP. In such cases, the determination will be made by the CSE.

If the behavior of a student at NYCCSA represents patterns that continually result in disciplinary removals, then a Functional Behavioral Assessment (FBA) will be conducted to enable a decision regarding a BIP. These procedures are in place to ensure that behavioral issues do not result in a disciplinary change in placement, and that the student is not removed for behaviors related to their disability, as determined by the CSE and/or other qualified professionals.

If any discipline is considered that would constitute a change in placement for a student, then the following steps must be followed:

- No later than the date on which the decision was made, the student's parents or guardians will be notified of said decision and provided with the procedural safeguards notice described in 34 CFR §300.504;
- No later than 10 days after which such a decision has been made, (and

immediately if possible), the CSE and other qualified professionals must meet and review the relationship between the student's disability and behavior with respect to the disciplinary action.

If it is determined that the child's behavior was not a manifestation of his disability, then that student may be disciplined in the same manner as a student without a disability, except as provided in 34 CFR §300.530©, which relates to the provision of services to students with disabilities during periods of suspension.

Parents may request a hearing to challenge the determination. The student will remain in his or her educational environment pending the determination of the hearing, except as provided below:

- If a parent or guardian requests a hearing or an appeal to challenge the alternative education setting or the manifestation determination resulting from a disciplinary action related to weapons or drugs, the student 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/guardian and NYCCSA agree otherwise.

R09D - Dress code

The dress code at New York City Charter School of the Arts will reflect that of our learning philosophy, to provide a clear structure within which self-expression can flourish.

In order to create solidarity and a strong sense of school identity, we will require our students to wear a uniform. This will help to take away unnecessary distractions in regard to fashion choices and will gear our student's focus on school related subjects, maximizing their learning capabilities.

With that said, we will allow our students to express their individuality through any creative hairstyles, nail polish or other non-uniform related flourishes that can help them feel at home and comfortable in the required dress-code.

To make sure everyone is equipped with proper attire upon the commencement of school, we will provide each student their initial uniform. Thereafter, if a replacement uniform is needed, a uniform provider will be available for subsequent outfits at an affordable price. For students who are unable to afford additional uniforms, we will have extra ones available so that no student is wanting for or penalized for not being able to meet the additional expense.

The uniforms will be as follows:

- New York City Charter School of the Arts logoed polo shirt.
- Slacks with a belt or skirt
- Cardigan or pullover V-neck
- Opaque tights
- Crew socks
- Closed toed shoes

Uniform Guidelines:

- Uniforms are to be worn everyday
- Hats or other head covering are not allowed (exception for religious purposes)
- All students must wear closed toed shoes. Heels are not allowed.
- Nail polish, makeup, non-logo jewelry, and hair color are permitted.
- Jewelry must meet appropriate requirements and not be excessively flashy or big and have no logos. This will minimize classroom distractions.
- Uniforms are to be worn appropriately for example:
    - Fitted pants with a belt so as not to fall below the waist.
    - Shirts tucked into skirts or pants.
    - Belts are required to be worn daily. They are to be unobtrusive with no logos or symbols that can distract fellow classmates.

- Pants must have an appropriate fit, nothing exceedingly baggy.
- Skirts are not to be excessively short (above the knee) or have long, exposing slits.
- Appropriately tight clothing or uniforms will not be tolerated.

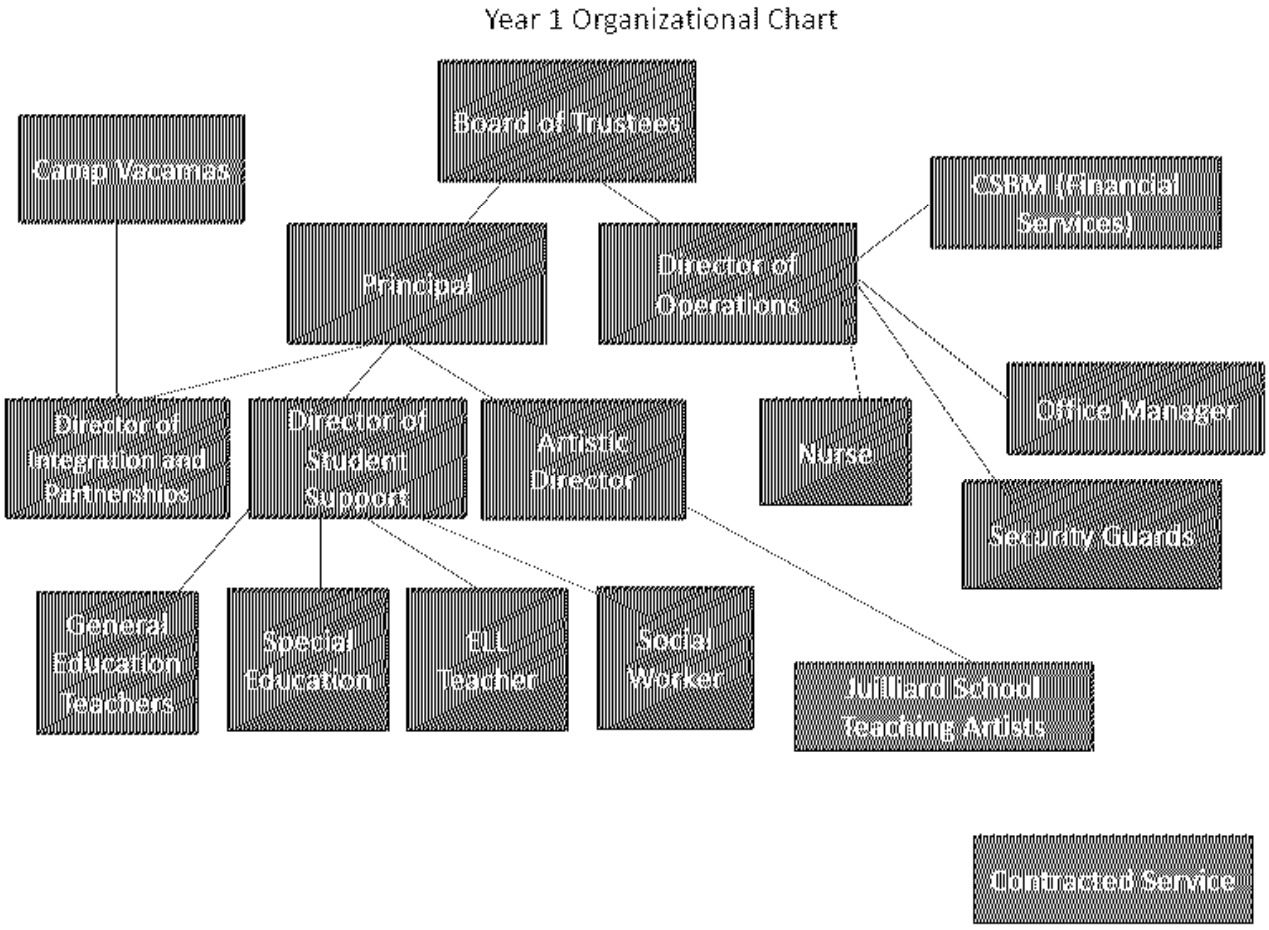
Guidelines for when a uniform is not needed at school: (For example, Dress down days, field trips, weekend rehearsals and summer camp programs.)

- Attire that is permitted
  - Jeans
  - Non-logo short sleeve shirts, long sleeved shirts and blouses
  - Non-logo sleeveless shirts
  - Dresses and skirts that are of the appropriate length (Knee length or below)
  - Shorts that are of the appropriate length (knee length or below

- Offensive attire is not permitted. Examples are as follows:
  - Clothing with vulgar pictures words or drawings.
  - Attire that promotes or advertises products that are sexually related or illegal for minors (tabaco, alcohol, drugs)
  - Any clothing that advertises or promotes a product
  - Shirts that reveal the midriff
  - Skirts or shorts that are excessively short
  - Pants that fall below the waistline
  - Inappropriately tight clothing

R – 10 School Management and Leadership

R – 10 A Organizational Chart



New York City Charter School of the Arts will use a dual leadership structure. Proven highly effective by its pioneers at Uncommon Schools, dual leadership splits instructional and operational responsibilities between two leaders: the Principal and Director of Operations (DOO). The Principal will be responsible for overseeing curriculum, instruction, school culture, and community relations; the Director of Operations will oversee facilities, enrollment, financial management, compliance reporting, and other non-instructional matters. This dual leadership structure allows the Principal to maximize time in classrooms with teachers and students, while the DOO runs the day to day operations of the school. Principal versus DOO responsibilities break down as follows:

Principal	Director of Operations
Curricular oversight Teacher development Teacher recruitment and retention Learning Environment Achievement data management	Financial Management and Reporting Facilities Transportation Food Services Student Records Student Enrollment Scheduling and Planning Security Reception Health Services Human Resources Purchasing and Logistics Payroll Recruitment Compliance Database Technology
Shared	
Ensure that the mission and vision of the school is carried out in all aspects of the school Ensure that school environment feels safe and supportive for kids and adults Ensure that all families have adequate access to resources and materials Manage and respond to trends in attendance data Manage and respond to trends in enrollment and retention Hold staff members to the highest expectation of professionalism and educational excellence	

Faculty and Staff will be managed by the co-leaders as follows:

Reports to Principal	Reports to DOO
Director of Arts Integration and Culture Director of Student Support Artistic Director General Education Teachers Special Education Teachers ESL Teacher Social Worker	Office Manager CSBM (contracted financial services) Nurse (contracted service) Security Guard (contracted service) Janitor (contracted service)

Reporting to the Board of Trustees, the **Director of Operations** will manage the **Office Manager (OM),** financial services provider **Charter School Business Management (CSBM),** and contracted services for **nursing, security,** and **janitorial**.

The **Principa**l reports to the Board of Trustees. She will oversee the instructional and artistic leadership teams, collaborating with them to monitor the effectiveness of our Common Core-aligned arts-integrated program, and support teachers and leaders by providing feedback on instruction and

instructional management respectively. In year 1, the Principal will also serve as Humanities Department Chair and the **Director of Student Support** will serve as Math Department Chair; accordingly, in years 1 and 2 **Humanities Teachers** will report directly to the Principal and **Math Teachers** to the Director of Student Support. In weekly meetings with instructional and artistic leaders, the Principal will provide observational feedback, curate professional development, solicit feedback for strategic planning, and help teachers analyze data to track mastery and identify growth areas. It will be the responsibility of the Principal to make observations and report to the board and stakeholders on global matters concerning the school.

The Director of Arts Integration and Culture will support academic and artistic teachers in planning effective, arts-integrated, interdisciplinary lessons aligned with our whole-school grade level themes, the New York State Common Core Standards, and the National Core Arts Standards. She will plan and facilitate all school culture initiatives, including those taking place at Camp Vacams. In partnership with the school **Social Worker**, she will plan and facilitate our advisory program (*Circle*) and serve as primary school liaison to families. The Director of Arts Integration and Culture will report to the Principal.

The Artistic Director will also report to the Principal. Key responsibilities include overseeing the artistic program and its staffing, teaching the foundational Sixth Grade music class, facilitating the Juilliard School partnership, and leading the strategic planning process for developing the Artistic Program at NYCCSA.

The Director of Student Support will report to the Principal. Responsible for monitoring and delivering services for students with IEPs, coordinating the RTI program, and chairing the Math Department in years 1 and 2, the Director of Student Support will also manage the **Special Education Teacher, ESL Teacher, Social Worker**, and Math Teacher (in her capacity as Math Department Chair in years 1 and 2 only).

Additional Staff in Years 2, 3, and 4

In year 2, we will hire four new content teachers, a **Dean of Students,** a **Director of Curriculum and Instruction,** and two part-time **Artistic Teachers** to accommodate our growing student body.

In year 3, we will hire seven additional teachers; four new content area teachers who will serve our rising 8th graders in core academic subjects, and three **Apprentice Teachers** who will assume half-course-loads for teacher leaders assuming **Department Chair** roles. Department Chairs will split their time between teaching a half course load, developing Apprentice Teachers, and leading their departments, ensuring vertical alignment across grade levels and facilitating collaborative content-specific Professional Development. In addition to Department Chairs, three other teachers will assume leadership as Grade Level Deans who will anchor their grade-level teams, coordinating all extra-curricular and cultural activities such as portfolio presentations, field trips, and grade-level incentives and events. (Grade Level Deans will continue to teach a full course load). The introduction of these six leadership roles will establish a cohort of instructional leaders called the **Coalition of Teacher Leaders (CTL),** who will split their time between teaching and fulfilling their leadership roles as described above.

This model of distributed leadership offers teachers the chance to grow their skill-set and expand their professional contribution to the field while remaining connected to the classroom[1]. The CTL will be a conduit between teachers and the leadership team, facilitating communication to hold all parties accountable for transparency and enable timely and agile responses to unforeseen challenges and opportunities as they arise. The Artistic Director will serve on the CTL as the lead facilitator and direct liaison between the CTL and the Leadership Team. Also in year 3, we will hire a **Development Director** and **Chief Financial Officer (CFO)** to manage fundraising and financial accounting respectively in-house.

Key changes in staffing as we grow from year 1 to year 5 are outlined in the tables below. Organizational chart for year 5 follows.

Year 2 Changes:

Staffing Addition	**Rationale**
4 Content Teachers (2 Humanities, 1 Math, 1 Science)	Teachers for additional grade level (7th Grade)
2 part-time Artistic Teachers (Dance and Visual Art)	7th graders will take Dance and Visual Art as part of their core artistic program
Dean of Students	As student body grows, additional support for behavior management and discipline becomes necessary to maximize student learning
Director of Curriculum and Instruction (DCI)	As instructional needs increase, curricular support for Principal, Department Chairs, and academic teachers becomes necessary to vertically align academic program and maintain high quality instruction. DCI will also aid in new teacher recruitment, professional development, and strategic planning for year 3.

Year 3 Changes:

Staffing Addition	**Rationale**
4 Content Teachers (2 Humanities, 1 Math, 1 Science)	Teachers for additional grade level (8th Grade)
Additional Special Education Teacher	If we meet our district targets, we will be serving approximately 70 special education students, making a second Special Educator necessary
1 full time Artistic Teacher (theater and voice)	At full capacity, 8th graders will elect into artistic majors
3 Apprentice Teachers (1 Humanities, 1 Math, 1 Science)	Each Apprentice Teachers will be partnered with the Department Chair in his/her content area. Apprentice Teachers will teach a half course load and receive mentoring and

	instructional coaching from their Department Chair, fulfilling other professional responsibilities such as lunch duty, arrival/dismissal monitoring, and serving on the Crisis Intervention Team (CIT) with the remaining time in their schedule
High School Placement Director	Will manage High School placement for our first 8th grade class
Chief Financial Officer (CFO)	In-house accounting for our first year at full capacity; will support plans to build our own facility
Director of Development	Fundraising, grant-writing, and cultivating relationships with philanthropic foundations will become a leadership priority as we plan to build our own facility

Year 4 Changes:

Staffing Addition	**Rationale**
1 Artistic Teacher	As Artistic program is built out, we will increase capacity to broaden course offerings
1 Physical Education Teacher/Camp Coordinator	In year 4, we will need a Physical Education teacher who can serve as camp coordinator to facilitate wilderness immersions and maximize the cultural and academic impact of these trips back at school. Additionally, we will introduce more physical education options and increase opportunities to play team sports

Anticipated Year 5 Organizational Chart: We do not anticipate any staffing changes in year 5.

R11 - Personnel

R11-A- Staffing Chart and Rationale

	Starting Salary	Year 1		Year 2		Year 3		Year 4		Year 5	
		FTE	Salary	FTE	Salary	FTE	Salary	FTE	Salary	FTE	Salary
Principal	$ 85,000.00	1	$ 85,000.00	1	$ 85,000.00	1	$ 85,000.00	1	$ 85,000.00	1	$ 85,000.00
Director of Operations	$ 85,000.00	1	$ 85,000.00	1	$ 85,000.00	1	$ 85,000.00	1	$ 85,000.00	1	$ 85,000.00
Director of Arts Integration and Culture	$ 80,000.00	1	$ 80,000.00	1	$ 80,000.00	1	$ 80,000.00	1	$ 80,000.00	1	$ 80,000.00
Director of Student Support	$ 80,000.00	1	$ 80,000.00	1	$ 80,000.00	1	$ 80,000.00	1	$ 80,000.00	1	$ 80,000.00
Artistic Director	$ 80,000.00	1	$ 80,000.00	1	$ 80,000.00	1	$ 80,000.00	1	$ 80,000.00	1	$ 80,000.00
Dean of Students	$ 70,000.00	0	$ -	1	$ 70,000.00	1	$ 70,000.00	1	$ 70,000.00	1	$ 70,000.00
Director of Curriculum and	$ 80,000.00	0	$ -	1	$ 80,000.00	1	$ 80,000.00	1	$ 80,000.00	1	$ 80,000.00
Office Manager	$ 55,000.00	0	$ -	1	$ 55,000.00	1	$ 55,000.00	1	$ 55,000.00	1	$ 55,000.00
Director of Development	$ 70,000.00	0	$ -	0	$ -	1	$ 70,000.00	1	$ 70,000.00	1	$ 70,000.00
Nurse		0	$ -	0	$ -	1	$ -	1	$ -	1	$ -
Security Guard		0	$ -	0	$ -	1	$ -	1	$ -	1	$ -
General Education Teachers	$ 68,000.00	4	$ 272,000.00	8	$ 544,000.00	15	##########	15	##########	15	##########
Apprentice Teachers	$48,000	0		0	$ -	3	$ 144,000.00	3	$ 144,000.00	3	$ 144,000.00
Physical Education	$65,000	0		0	$ -	0	$ -	1	$ 65,000.00	1	$ 65,000.00
High School Placement	$ 63,000.00	0	$ -	0	$ -	1	$ 63,000.00	1	$ 63,000.00	1	$ 63,000.00
Special Education Teachers	$ 60,000.00	1	$ 60,000.00	1	$ 60,000.00	2	$ 120,000.00	2	$ 120,000.00	2	$ 120,000.00
ESL Teacher	$ 60,000.00	1	$ 60,000.00	1	$ 60,000.00	1	$ 60,000.00	1	$ 60,000.00	1	$ 60,000.00
Social Worker	$ 60,000.00	1	$ 60,000.00	1	$ 60,000.00	1	$ 60,000.00	1	$ 60,000.00	1	$ 60,000.00
Core Artistic Teachers	$ 63,000.00	0	$ -	1	$ 63,000.00	3	$ 189,000.00	3	$ 189,000.00	3	$ 189,000.00
CFO	$ 80,000.00	0	$ -	0	$ -	1	$ 80,000.00	1	$ 80,000.00	1	$ 80,000.00
Cafeteria Worker(?)		0	$ -	0	$ -	0	$ -	0	$ -	0	$ -

Key additions to staff:

- Year 2: In addition to the new teachers for our rising 7th graders, we add a Director of Curriculum and Instruction and a Core Artistic Teacher
- Year 3: In addition to the new teachers for our rising 8th graders, we will hire a Director of High School Placement, CFO, addition Artistic Teacher, Department Chairs and Grade Level Deans are added to the Leadership Team so they can mentor apprentice teachers, Apprentice Teachers (straight out of college first year teachers, are mentored by Department Chairs and teach half of their course load.). In addition, we will add a Director of Development, and full time Nurse and Security Guard
- Year 4: We add a Physical Education Teacher

R11-B-Qualifications and Responsibilities

Principal
Responsibilities: Implement and oversee all policies as directed by the Board of Trustees Oversee the recruitment, hiring, and evaluation of all staff Implement the school's program with direct alignment to the mission and objectives of the charter Provide leadership to all teachers and staff Prepare formal reports for the Board and the State Education Department

Ensure proper budgeting and financial oversight
Respond to grievances of staff and/or parents
Make final recommendations for any serious discipline issue that could result in suspension or expulsion
Long-term strategic planning and growth
Plan and provide Professional Development
Oversee creation of effective schedules for students and staff
Effectively delegate responsibilities to Directors and Dean of Students
Ensure compliance in all academic and operational areas
Represent the school effectively, in the building and at outside functions

Qualifications:

Master's Degree in administration or specialized curricular field (literacy, math, special education, etc.)
Demonstrated previous success in raising academic achievement in urban settings
Excellent interpersonal skills to relate to students, staff, administration, and the community
Minimum of four years teaching experience
Philosophical alignment to mission
Excellent written and verbal skills
Experience designing and implementing Professional Development
Superior listening skills
Experience hiring, managing, and evaluating employees
Demonstrates knowledge and understanding or curriculum development and program evaluation, effective instructional strategies, classroom management, assessment techniques, and pedagogical research

Director of Operations

Responsibilities:

Manage and oversee the maintenance of student information records in state-required and school databases, in accordance with state law, including health and safety laws, teacher certification, city and state mandates, and all state and federal workplace regulations
Manage all aspects of the student enrollment process, including application, lottery, waitlist, transfer, and withdrawal processes
Oversee procurement process and conduct accurate and timely billing and adequate cash flow
Oversee the school's food service program, including managing food service vendor and insuring compliance with Department of Health standards
Manage student transportation for arrival, dismissal, and field trips
Oversee maintenance of the school facility, including repairs and maintaining

adequate supplies
Schedule and coordinate coverages, track sick leave, vacation, and personal days
Coordinate Human Resources, including hiring, certification, benefits, and salaries
Manage major academic-related systems and activities, including student recruitment and lottery, student information systems, and reporting
Manage technology, including needs assessment and procurement
Work regularly with CSBM (or CFO) and support the Principal to prepare reports and annual budget
Direct the school's emergency exit procedures and schedule fire alarms in accordance with state law
Maintain inventory of all school assets, including furniture, technology, books, etc.
Supervise Office Manager

Qualifications:

Master's Degree
At least five years relevant work experience, preferably in a charter school
Experience with relevant technology
Strong interpersonal skills
Strong communication, writing, and presentation skills
Ability to keep track of multiple tasks at once
Strong organizational skills
Philosophical alignment to mission
Ability to prioritize effectively and deliver for multiple stakeholders
Detail-oriented and creative problem-solver
Team-player able to adequately collaborate with Principal to provide exceptional services to staff and students
Strong recommendations from former employers

Chief Financial Officer (Year 3)

Responsibilities:

Oversee day-to-day financial responsibilities in collaboration with the Principal and the Director of Operations
Maintain a General Ledger System and Chart of Accounts in accordance with Generally Accepted Accounting Principles
Ensure proper recording of all transactions in computerized accounting system.
Prepare regular reports for the Principal, the Treasurer, and the Board of Trustees, including the preparation of monthly financial statements for presentation at board meetings
Manage the yearly closing process
Manage all financial audits

Coordinate tax filings Issue tax notices (1099's) to vendors and contractors yearly Implement accounting policies and internal control procedures Prepare and monitor the annual budget Process purchase order approval and requests Prepare reports for the NYS Education Department, the NYC Department of Education, and other governmental oversight agencies (compliance reports, annual reports, renewal application, etc.) Ensure proper documentation of government-funded grant programs Establish minimum vendor requirements (e.g. insurance) and evaluate vendors and contractors to ensure they meet the minimum requirements to work at NYCCSA Work closely with the Principal to monitor and address compliance matters Assist the Director of Development with fundraising matters Work closely with the Finance Committee Assist in managing office personnel
Qualifications: Degree in Business and/or Management At least five years relevant work experience in finance, management or operations, preferably in a charter school Experience with relevant technology Experience in accrual and cash accounting protocols Demonstrated ability to implement policies and procedures Ability to work closely with school leaders and Board of Trustees Strong interpersonal skills Strong communication, writing, and presentation skills Ability to keep track of multiple tasks at once Strong organizational skills Philosophical alignment to mission Strong recommendations from former employers

Director of Arts Integration and Culture
Responsibilities: Operationalize school culture by integrating academic and artistic studies Designing and facilitating professional development opportunities focused on arts integration and interdisciplinary planning Partnering with all teachers and instructional staff to develop arts-infused, interdisciplinary scope and sequence that builds meaningfully on the three grade level themes of Systems, Disruption and Paradox, and prepares students for exceptional achievement on internal assessments, state tests and high school entrance exams

Facilitate interdisciplinary planning among grade level teams to build cross-curricular coherence and connection for each grade-level cohort
Work individually with academic teachers to help them harness artistic skills and content to enrich their lessons
Work individually with artistic teachers to support them as they infuse students' creative learning with literacy, math, social studies and science connections to enhance both academic and artistic competency
Guide teachers school-wide as they collect and analyze a wide range of student data to ensure that arts integration and interdisciplinary teaching is yielding its desired effect
Design and facilitate school-wide rituals, practices and norms that promote a culture of safety and creativity, while gradually increasing student autonomy and leadership
Facilitate orientation activities and other annual events, at Camp Vacamas and at school, that promote school unity and an understanding of our shared cultural values
Support students' use of mindfulness practice (using Mind-Up curriculum) to enhance focus, emotional resilience and academic achievement
Facilitate creative writing activities (using Dialogue Arts Project practices) to help students grapple creatively with socio-emotional issues of identity and difference
Ensure that every student in the building develops a nurturing relationship with an adult advisor tasked with supporting that student academically, socially and emotionally
Conduct weekly community meetings that combine creativity, mindfulness practice and reflection to strengthen school unity
Guide advisors as they collect and analyze a wide range of student data to determine whether advisory is yielding its desired effect, and using this range of data to guide review and revision of advisory as needed
Work closely with the Principal and Artistic Director to identify and implement cross-curricular themes
Envision and design school's physical environment to align with mission and vision
Communicate frequently with families and community stakeholders
Perform other responsibilities as assigned by the Principal

Qualifications:

Master's Degree preferred
Strong academic, cultural, and artistic vision in alignment with school's mission
Minimum of four years teaching and/or administrative experience, with demonstrated success teaching in urban environments
Excellent interpersonal skills
Experience sourcing and implementing high quality Professional Development

Experience hiring, managing, and evaluating employees Demonstrates knowledge of artistic curricula, core content, arts program development, and arts integration Strong skills in program evaluation, effective instructional strategies, classroom management, assessment techniques, and pedagogical research

Director of Student Support
Responsibilities: Manage NYCCSA's Response to Intervention (RTI) program Serve as a liaison to the district's Committee on Special Education (CSE), and obtain/provide information from the CSE throughout the year Review student records and identify students with IEPs Work with CSE and parents to develop and/or modify IEPS as necessary Maintain secure and confidential records of students with IEPs Manage 504 process Ensure that all students with IEPs receive adequate services Liaison to parents regarding student progress toward academic goals Ensure that NYCCSA is in full compliance with all mandated laws and regulations Collaborate with the Director of Arts Integration and Culture to train all staff in the effective teaching of at-risk students Ensure FERPA requirements relating to student record privacy Evaluate Special Education Services and provide reports and strategic intervention suggestions where necessary Collaborate with all department leaders to ensure uniformity across disciplines Perform other responsibilities as assigned by the Principal
Qualifications: Master's Degree preferred Minimum of four years teaching and/or administrative experience, with demonstrated success in urban environments Commitment to the NYCCSA mission and vision Special Education certification Proven success with raising the academic achievement level of at-risk students Strong background in managing and evaluating special education staff Knowledgeable about CSE and IEP referral and development processes Excellent interpersonal skills, and experience in professional presentations, process facilitation, problem solving and relationship building Experience sourcing and implementing high quality Professional Development

Artistic Director
Responsibilities:

Plan and execute an effective artistic vision, both short and long-term Recruit, hire and develop a strong arts team representing multiple artistic disciplines Assist the Principal and Director of Arts Integration and Culture to infuse the arts into all content areas Evaluate progress of artistic program with respect to mission and objectives Identify procurement needs for artistic department; oversee purchases for equipment, materials, supplies and books Work closely with partner arts organizations to schedule Ensemble, Master Classes, field trips, etc. Schedule and produce artistic showcases and fundraisers, both in and out of school Perform other responsibilities as assigned by the Principal
Qualifications: Master's Degree in a specific artistic discipline, arts administration, or arts education (differing degrees i.e. Arts/Administration strongly preferred) Possesses strong artistic vision in alignment with school's mission Demonstrated success managing artistic departments or programs Excellent interpersonal skills Minimum of four years teaching experience in a specific artistic discipline or arts education Experience implementing Professional Development in the arts Experience hiring, managing, and evaluating employees Demonstrates knowledge of artistic curricula, arts program development, and arts integration in academics Experience with program development and evaluation, effective instructional strategies, classroom management, assessment techniques, and pedagogical research Perform other responsibilities as assigned by the Principal

Dean of Students (Year 2)
Responsibilities: Maintain student adherence to the NYCCSA. Discipline policies in handbook. Collect and retain data regarding student behavior Ensure that discipline is enforced fairly and uniformly Serve as a liaison to parents and encourage parent involvement; reinforce the need for parents to support the school's policies for student discipline, dress code, homework, etc. Coach academic and artistic teachers on classroom/behavior management techniques Generate formal reports to the Principal regarding student conduct, school

safety and related matters Facilitate professional development related to the enforcement of student discipline Perform other responsibilities as assigned by the Principal
Qualifications: Master's Degree preferred Administrative certification preferred Demonstrated ability in working with children in a teaching or counseling capacity Demonstrated leadership and capacity for working with professional staff, students, and the community at large Excellent interpersonal skills Alignment with the mission and goals of NYCCSA Demonstrated success in encouraging and managing parental involvement Experience designing and implementing Professional Development Experience with evaluation, effective behavioral strategies, and classroom management Perform other responsibilities as assigned by the Principal

Director of Curriculum and Instruction (Year 2)
Responsibilities: Provide leadership in the ongoing development, improvement and evaluation of curriculum, instruction, and student data management Coach teachers on instructional delivery and instructional methods Design and deliver appropriate professional development around curriculum and instruction Manage student data systems Assist in scheduling and administering standardized tests Assist in the development of school-created assessments Serve as a liaison to parents and encourage parent involvement, particularly reinforcing the need for parents to support the school's practices regarding all schoolwork Make formal reports to the Principal on student academic performance Perform other responsibilities as assigned by the Principal
Qualifications: Master's Degree preferred Administrative certification preferred Demonstrated leadership and capacity for working with professional staff, students, and the community at large Committed to accountability, including a rigorous student testing regime Demonstrated ability in data management and presentation

Demonstrated organizational skills Excellent interpersonal skills Alignment with the mission and goals of NYCCSA Demonstrated success in encouraging and managing parental involvement Experience designing and implementing professional development Experience with evaluation, effective behavioral strategies, and classroom management Perform other responsibilities as assigned by the Principal

Director of Development (Year 3)
Responsibilities: Database Management Enter and acknowledge all gifts to school Prepare various financial and donor reports and analyses Assist in the production of mailings, including direct mail campaigns and event invitations Design and Manage successful gift-giving programs Conduct ongoing individual prospect research Initiate contact and follow up with individual prospects Track individual giving levels, expenses and response rates of appeals Schedule and meet with prospective donors Pull lists and prepare donor reports from database for analysis Assist in coordinating the planning and execution of cultivation events hosted by the Board Prepare documents and reports for the Board, Executive Committee and any other committees as directed Maintain the school's social media presence Update and manage the school's website Research and draft grant proposals Manage development budget and track ongoing expenses Perform other responsibilities as assigned by the Principal
Qualifications: Master's Degree preferred At least 1-2 years prior development experience preferred Excellent people skills and an enthusiastic attitude Experience with Microsoft Word, Outlook, and Excel, as well as with donor databases, spreadsheets and reports Ability to handle large amounts of detailed information with accuracy Strong writing, proofreading, and organizational skills, and the ability to speak clearly and persuasively The ability to work collaboratively and/or independently in a team environment

Successfully manage a large number of projects
Proven track record of professionalism, as well as follow-through on projects and prompt responsiveness to internal and external stakeholders
Proven ability to effectively work under tight deadlines
Ability to work with a variety of individuals, including students, families, media, donors, board members, teachers, and administrative staff

High School Placement Officer (Year 4)

Responsibilities:

Educate students and families about all aspects of the high school application process for a variety of school types including public, charter, independent and parochial
Develop an in-depth knowledge and familiarity with New York City area high schools and their leaders
Establish appropriate placement goals based on student achievement, teacher assessment, and family priorities
Organize an annual high school fair, hosting reps from area high schools
Support student interview preparation, including hosting mock Interview day
Assist in managing all aspects of admission testing registration, score collection, and on-site test administration
Collaborate with school leaders and teachers to ensure effective test preparation for students
Ensure that all application and financial aid forms are complete, accurate, and on time, including student and family components, and teacher recommendations
Maintain excellent and up to date records pertaining to all student application processes, school decisions, and financial aid details
Provide post-acceptance support and guidance to students and families as necessary
Collect, analyze, and share all placement-related data with teachers, school leadership, and other community stakeholders

Qualifications:

Bachelor's Degree
Minimum one year of related experience at a high-performing school or entrepreneurial non-profit organization
Alignment with the mission and goals of NYCCSA
Effective organization and project management skills, combined with flexibility, attention to detail, and an ability to multi-task
Strong commitment in providing service to others
Ability to make effective use of data
Self-motivated, high energy, and ability to work independently when necessary

Collaborative team player who is willing to go above and beyond the job description for the success of students
Growth mindset and a dedication to continuous learning and improvement
Command of Microsoft Office programs, specifically Excel
Oral and written proficiency in Spanish strongly preferred

General Education Teacher
Responsibilities: Plan and execute engaging lessons Actively incorporate key design elements of school into lessons and classroom culture Work with the Director of Arts Integration and Culture and colleagues to plan interdisciplinary lessons Use a variety of assessment techniques to measure growth toward achievement goals Identify student needs and differentiate instruction where necessary Work closely with SPED and ELL coordinators Work closely with the Director of Curriculum and Instruction, Artistic Director and the Dean of Students Maintain active and accurate student records Provide regular feedback to parents through phone, email, or in person meetings Actively participate in development of school-wide goals Perform other duties or responsibilities as assigned
Qualifications: Master's Degree preferred, New York State Teacher Certification Alignment with the mission and goals of NYCCSA Experience working with children with special needs preferred Demonstrated success of raising achievement for urban students Strong classroom management skills Commitment to integrating the arts into academic curriculum Robust pedagogical knowledge Familiarity with a wide range of assessment techniques Strong communication and collaborative skills Strong written and verbal skills

Core Artistic Teacher
Responsibilities: Plan and execute engaging lessons in chosen artistic field Actively incorporate key design elements of school into artistic lessons and classroom culture

Work with the Artistic Director and the Director of Arts Integration and Culture to plan interdisciplinary lessons that effectively fuse academic learning into the artistic classroom Use a variety of assessment techniques to measure growth toward achievement goals Identify student needs and differentiate instruction where necessary Work closely with SPED and ELL coordinators Work closely with the Director of Curriculum and Instruction and the Dean of Students Maintain active and accurate student records Provide regular feedback to parents through phone, email, or in person meetings Actively participate in development of school-wide goals Perform other duties or responsibilities as assigned
Qualifications: Master's Degree preferred, New York State Teacher Certification in specific artistic discipline Alignment with the mission and goals of NYCCSA Experience working with children with special needs preferred Demonstrated success of raising achievement for urban students using a variety of techniques Strong classroom management skills Commitment to integrating academics into artistic curriculum Superb pedagogical knowledge in specific artistic field Familiarity with a wide range of assessment techniques Strong communication and collaborative skills Strong written and verbal skills

Special Education and ELL Teachers
Responsibilities: Push-in to general population classrooms to support at-risk students Pull small groups or individuals for targeted instruction Team teach with general education teachers in inclusive environments Monitor student progress towards IEP goals Conduct specialized assessment as needed Assist with the modification of lesson plans to ensure that the needs of all students are met Participate in all required IEP meetings and reviews Identify students in need of assistance and participate in the Response to Intervention (RTI) process Work closely with Director of Student Support Maintain active and accurate student records

Provide regular feedback to parents through phone, email, or in person meetings Actively participate in development of school-wide goals Oral and written proficiency in Spanish strongly preferred Perform other duties or responsibilities as assigned
Qualifications: Bachelor's Degree, Master's preferred Appropriate certification Experience working with children with special needs and/or English Language Learners preferred Alignment with the mission and goals of NYCCSA Demonstrated success of raising achievement for at-risk students Strong classroom management skills Commitment to integrating the arts into academic curriculum Familiarity with a wide range of assessment techniques Strong communication and collaborative skills Strong written and verbal skills

Apprentice Teacher
Responsibilities: Assist a lead teacher Enrich expertise in chosen subject area Provide tutoring in both one-on-one and group settings Attend and participate in professional development sessions Assist in administering assessments to evaluate student progress Check student assignments and homework Assist in monitoring student behavior in the classroom, lunch room, hallways, and school yard Perform select administrative duties for lead teachers Assist with advisory for students Perform other duties or responsibilities as assigned
Qualifications: Bachelor's Degree Alignment with the mission and goals of NYCCSA Prior teaching experience preferred Commitment to the use of data to help inform instruction Strong organizational skills Strong verbal and written skills Commitment to integrating the arts into academic curriculum Desire to grow professionally

Office Manager
Responsibilities: Greet all students, families and visitors and direct them to the appropriate location Answer main phone, transfer calls and take messages Maintain records in accordance with all legal requirements Receive and distribute mail Maintain inventory of office supplies Assist with ordering materials Assist in scheduling Maintain teaching supplies inventory Send appropriate correspondence where necessary Input student data and maintain accurate attendance log, tardiness, early dismissal Update school calendar Maintain confidentiality in record-keeping Assist in enrollment procedures Transfer records as needed Manage uniform inventory and ordering
Qualifications: A.A. preferred Minimum one year of related experience Oral and written proficiency in Spanish strongly preferred Proficiency with the Microsoft Office Suite Experience in proper office procedures such as filing, greeting visitors, and handing all information with confidentiality Excellent communication skills Strong oral and written skills Strong organizational and interpersonal skills Detail-oriented and self-starter

R11-C-Staff Recruitment and Retention

The only member of the leadership team we have not yet hired is our Director of Operations (DOO). Upon authorization, we will begin recruiting our DOO to start right away. We are currently pursuing two candidates for this position both of whom are currently in director of operations roles in high performing charter schools. One currently resides in Washington DC, but is eager to come back to New York and would return to pursue our application process. She has expressed interest in lending her expertise to a start-up innovative independent school as opposed to a larger network because she wanted more opportunities to grow. Qualifications are as follows: data management, enrollment proficiency, family relations, purchasing, payroll, facilities, food service, etc.

R11D – Personnel Policies

Equal Opportunity Employer

NYCCSA will employ qualified personnel without regard to sex, gender identity, race, religion, color, creed, ancestry, national origin, citizenship, sexual orientation, veteran status, age, marital status, genetic characteristic or disability. This Equal Opportunity policy applies to all aspects and phases of employment at NYCCSA, including recruitment, hiring, training, promotion, demotion, lay-off and termination, compensation, employee benefits, discipline, and other terms and conditions of employment.

NYCCSA will comply with the Americans with Disabilities Act, and all local and state laws prohibiting discrimination against qualified individuals with disabilities. Therefore, we are committed to:

Hiring on the basis of qualifications, ensuring that people with disabilities are treated equally in all phases of the application and hiring process;
Making necessary accommodations, within reason, to enable a person with a disability to fulfill the job requirements;
Protect a disabled person's right to confidentiality; and
Being in full compliance with all applicable laws, including those protecting employee benefits.

At-Will Employment

Employees at NYCCSA generally considered "at will," with the exception of certain employees with which the Board may decide to enter into a contract. "At will" employees may terminate their employment, or the school may terminate their employment with or without cause.

No personnel is authorized to neither modify this policy for any employee, nor make any representations to employees or applicants concerning the terms or conditions of employment with NYCCSA that are inconsistent with our policy on "at will" employment, other than the Board of Directors.

This policy may not be modified in any way by any statements contained in the employee Handbook, or any other materials provided to employees in connection with their employment at NYCCSA. Additionally, no documents or any employment practices shall create an express or implied contract of employment for a definite period, nor imply or express any type of contract concerning terms or conditions of employment.

Hiring Process

The leaders of New York City Charter School of the Arts are committed to finding a diverse and talented staff, in line with our mission, and our specific program. We will post for job openings on websites and in leading national publications, encourage all staff to network and be involved in securing the most qualified individuals, and attend hiring fairs in and around the New York area. We

will also make a concerted effort to capitalize on the wealth of graduates in the arts and academics in New York City.

Our hiring process will consist of:

Initial contact through letter, resume, or online application.
All job applicants must fill out completely and sign an application for employment, and any misinformation presented in the application may be grounds for termination.
Screening for qualifications: all applicants must provide a resume and proof of teaching certification, as well as documentation verifying work eligibility.
Phone interview;
Formal in-person interview.
Teaching Staff: Demo lesson.
Reference check: all applicants must provide at least three references.
Fingerprinting and criminal background check.
Making an offer: The candidate must sign an offer letter/contract accepting the position, with the understanding that the position is considered "at will". Refusal to comply with these requirements and/or failure to provide adequate documentation will result in the individual not being hired by NYCCSA. Any falsification of information and/or documentation will result in the individual not being hired, or immediately terminated.

The Principal has final authority to hire staff members. However, He or She may delegate all or any aspect of the hiring process to other administrators, leaders and/or committees.

Employment Status

NYCCSA shall employ individuals and classify them as Full-time or Part-time, according to the following guidelines:

Full-time employees are regularly scheduled to work at least 40 hours per week, for the calendar year or the academic year, as specified in their contract. They are compensated a flat rate, regardless of any variation in their hours worked. They are eligible for all benefits that NYCCSA provides, including health benefits and a 401k. Full-time employees are generally exempt from any overtime pay.
Part-time employees are scheduled to work less than 40 hours per week, whether on a specified on-going basis, or a temporary as-needed basis. Part-time employees will receive any and all benefits that NYCCSA is legally obligated to provide, but in general, they are not entitled to the benefits in the health plan or the 401k. A change in part-time to full-time status requires the approval of the Principal, and a new contract will be generated.

All employees will receive letters of employment, regardless of full- or part-time status. NYCCSA will verify that all employees are legally eligible to work in the USA. All employees will complete an I-9 form, and any other required documents as determined by the Director of Operations.

Fingerprinting/Criminal Background Check

All faculty and staff at NYCCSA must pass a criminal background check and a fingerprint background check as a condition of their employment. In addition, all substitute teachers must pass a criminal and fingerprint background check as well. Consultants or volunteers who spend significant time in the building will be subjected to the same criminal and fingerprint background check. Parents and/or volunteers who spend significant time in the building will be expected to pass a criminal and fingerprint background check as well. Any parent or volunteer who does not have a consistent presence in the building or at events will not be required to pass background checks, as they are not exposed with regularity to the school community.

No employee of NYCCSA is exempt, and their hiring is considered conditional until the background checks are completed. There is absolutely no exemption to this policy whatsoever.

Drug-Free Workplace

NYCCSA is committed to creating and maintaining a drug-free workplace. The manufacture, possession, sale and/or distribution of any controlled substance are strictly prohibited. This policy is also in effect for any NYCCSA events or trips. Or where the interests of NYCCSA are in any way affected. Any employee suspected of being under the influence of alcohol or any controlled substance may be asked to submit to testing. All results will be kept confidential. A positive test result may result in termination, or the employee being asked to complete an appropriate rehabilitation program as a condition of their continued employment.

Employees convicted of any controlled substance violations must inform the Principal within five business days of the aforementioned conviction.

All employees may be subject to information sessions regarding alcohol and drug abuse, and will be actively encouraged to seek treatment with qualified medical professionals or a treatment program. The Principal may use His or Her discretion in granting any paid or unpaid lead for treatment. However, seeking treatment is not a guarantee that any employee will avoid disciplinary procedures or termination for violations of this policy.

Smoke-Free Workplace
All facilities inhabited by NYCCSA are smoke-free environments.

Performance Evaluation

The Principal, (or other appropriate school leader at the Principal's discretion), will work with each

NYCCSA teacher/staff member to establish individual professional development goals and define the ways in which progress will be supported, monitored, and documented. Professional development goals may be shared with other members of the teaching/staff community at the discretion of the Principal. Progress towards meeting established goals should be monitored, supported, and documented by the Teacher, Principal, and educational colleague through such means as informal observations, formal observations, coaching meetings, and teacher/staff reflections. All documentation related to performance will be added to the teacher/staff personnel files at the end of each school year.

All employees shall have the right to make written objections to any observation or review findings to state any areas of disagreement. These written objections will be attached to the observation and/or evaluation and kept in the employee's personnel file.

Evaluation of school leaders, teachers and staff is outlined more specifically as follows:

Evaluation of School Leaders: The Board of Trustees will conduct an annual review of the Principal and the DoO. Performance will be assessed across multiple parameters, including growth of academic program, progress towards meeting achievement goals, operational and fiscal soundness, enrollment numbers, and staff and parent satisfaction. Any grievances against the school or its leader will be considered on an ongoing basis, with immediate resolution in mind. Where necessary, the board will establish action plans and goals for the Principal and/or the DoO, and the process and timeline by which measurable growth will be anticipated. Directors, (Operation, Artistic, Integration and Culture, and Student Support) will be evaluated by committees of school staff, both instructional and non-instructional, with results being shared with the Principal and the Board of Trustees for their review. The Board will evaluate the DoO around areas of efficiency, systems, and overall program and fiscal health.

Evaluation of Teachers: Teachers will participate in two evaluation sessions each year. Evaluations will be prepared by teachers' designated instructional leader and attended by an additional member of the leadership team. Using the Danielson Framework for Teaching, teachers and leaders will reflect on strengths and set goals in five domains: 1) planning and preparation 2) classroom environment 3) instruction 4) professional responsibilities, and 5) arts integration (For more information about our collaboration with Charlotte Danielson to develop a fifth domain to evaluate effectiveness in arts integration, see Professional Development and Instructional Support). While quantitative instruments will be used to track professional growth, results of evaluations will not impact compensation. Additionally, teachers' use of student achievement data to inform pedagogy and practice will be considered in the context of the third domain (Using Assessment in Instruction), but neither growth nor absolute scores will be considered in final evaluation. Teachers' evaluation results, and the reflective forward planning that precedes their review, will be used to create personalized coaching and professional development plans in January, and the second formal review, occurring in June, will be used to inform decisions about retention and job responsibilities the following year.

Evaluation of Non-teaching Staff: Annual performance evaluations will be conducted of all

staff to ensure that both the employee and NYCCSA have ample time and opportunity to establish guidelines, responsibilities, expectations, etc. Any individual strengths and weaknesses will be identified, along with a detailed strategy of how progress will be evaluated and measured. The Principal will conduct all staff evaluations, unless otherwise directed at His or Her discretion. A favorable review is not an indication of a potential raise or obligation for NYCCSA to continue employment. Favorable performance evaluations do not guarantee increase in salary or promotions, or even continued employment. Salary increases and/or promotions are solely within the discretion of NYCCSA and may depend upon other factors in addition to performance

Termination

City School of the Arts employees are generally considered "at will," with the exception of certain employees with which the Board may decide to enter into a contract. "At will" employees may terminate their employment, or the school may terminate their employment with or without cause. Offenses, which could result in immediate termination, include:

Possession, use, sale, purchase, or distribution on school property, or reporting to work under the influence of drugs and/or alcohol;
Falsifying records;
Theft;
Sexual harassment;
Willfully damaging any school equipment or employee property;
Insubordination;
Fighting or provoking a fight on school premises; and
Absence for three consecutive days without notice, which will be considered a voluntary resignation.
Carrying concealed weapons on school or property or any school event;
Treating a student in an inappropriate or cruel manner; and
Failure to perform job responsibilities and/or poor job performance.

Final Pay

Any employee who leaves NYCCSA for any reason is entitled to all pay that is due to them, with the following guidelines and expectations:

Employees will be advised about the Consolidated Omnibus Reconciliation Act (COBRA), which enables them to continue health care coverage for themselves and their dependents for eighteen months, at their own expense.
An employee who leaves for any reason must relinquish all keys, IDs or security cards, and any borrowed school property, such as laptops, office materials and supplies. Failure to return items may result in the delay of any final pay owed to the employee.
No records or information, (including computer files and/or other digital information), may be taken by an exiting employee without written consent of the Principal.
The final date an employee works is not the date that the employee his receives his final pay, unless approved by the Principal.

The Principal, at their sole discretion, would determine any severance package.

Exit Interviews

All employees will be actively encouraged to participate in an exit interview, regardless of the circumstances surrounding their leaving NYCCSA. Topics may include:

Reason for leaving;
Insurance and medical coverage (COBRA);
Options for employee's 401k, where appropriate
Mailing address;
Any issues the employee/employer may wish to discuss, that may support or assist either party in their future endeavors.

Attendance, Absences and Leaves

In addition to holidays and other scheduled days off, NYCCSA will grant a specified number of paid leave days, which may include personal days, sick days, and bereavement time. Where possible, employees of NYCCSA should notify the school in advance, and assist in preparing lessons and/or work to be completed by others.

Last minute absences should be reported by telephone, no later than 6 am, unless in the case of an emergency. Any employee who is absent for 3 or more days without contacting the school will be assumed to have voluntarily vacated their position at NYCCSA. Excessive absence or tardiness will result in appropriate disciplinary action, and may lead to termination if left uncorrected.

Emergencies

All staff at NYCCSA will be urged to familiarize themselves with the building and the location of fire prevention apparatus. Employees are expected to report any potential fire to administrators and/or emergency personnel where necessary.

Employees will be expected to participate in first aid training and CPR, when offered by the school. It is the duty of every employee at NYCCSA to immediately report any accident or injury occurring on the NYCCSA premises so that arrangements can be made for medical or first aid treatment. This policy will be in place for any NYCCSA sanctioned event or trip as well.

Calls to 911 should be made in extreme emergencies, giving the location, names of

individuals involved, and location. All employees are expected to remain at that location to assist in any way they can, until an adequate response to the situation has been maintained.

Additional information regarding handling extreme cases of emergency, such as a lockdown, will be found in the Employee Handbook, owned by the DOO.

Reporting Responsibilities

All NYCCSA employees are mandated to report suspected child abuse or neglect. It will be made clear that we need not be sure that abuse/neglect is happening; it is enough to suspect it.

The following examples of "Red Flags" should be reported immediately:

A child who talks about wanting to cause injury to himself, or displays any signs of suicidal behavior;
Any injury mark or bruise that seems suspicious, and for which there is not a logical explanation;
Acting out any inappropriate sexual behavior;
A child who expresses fear or concern about going home, or seeing any particular member of their family or personal community;

Any suspicions of abuse/neglect should be reported to the Principal. After a verbal report, a written report should be prepared using the Confidential Report of an Allegation of Child Abuse. Once complete, the same staff member is required to report the suspicion to the Association of Children's Services (ASC) in consultation with the Principal. A child suspected of suffering abuse should not be allowed to leave the school building without express permission of the Principal, or, in their absence, the Principal.

In addition, employees are mandated to report suspected abuse in an "educational setting", meaning any school building or vehicle that is being used to transport students to school, or any school event. The Principal should be notified, so that they may file a Confidential Report of an Allegation of Child Abuse in an Educational Setting.

Confidentiality Policy

All NYCCSA employees are required to protect the confidentiality of any and all records containing information pertaining to students. The Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Act (IDEA), and state privacy laws and regulations, protect the confidentiality of student records. Any disclosure by an employee of confidential student information requires the expressed consent of the Principal, and must be permitted by law.

All records will be kept in a safe and locked location, and only individuals who are granted access for legitimate reasons will be permitted to see these records. In addition, employees who access to the social security numbers of school employees are required to keep this information confidential, except for legitimate business reasons.

School Calendar and Holidays

NYCCSA will produce a new calendar annually, that complies with New York State Education Law surrounding attendance requirements. While NYCCSA has discretion regarding the exact dates of required attendance, it is expected that all staff will be in attendance on the indicated dates, unless a leave day is being used.

Weather Days and other Closings

NYCCSA may be closed in the event of inclement weather, or other situations beyond the school's control. A process of parent notification will be designed and implemented to ensure the timeliness of information. Any day where NYC DOE schools are closed will mean that NYCCSA is automatically closed as well. The Principal will use His or Her discretion in determining whether missed days of school need to be made up, as well as determining the date of any make up days.

Military Leave

Members of the US Army, Navy, Air Force, Marines, Coast Guard, National Guard, Reserves or Public Health Service will be granted an unpaid leave for military service, training or related obligations under the Unified Services Employment and Re-employment Act (USERRA).

Juilliard
EDUCATIONAL OUTREACH

Attn: Danal Abrams, Board Chair

On behalf of the Office of Educational Outreach at The Juilliard School, I write to express our excitement regarding the impending partnership with the proposed New York City Charter School of the Arts. We are planning to work with your school's founding team of capable educators who have established a mission that is aligned with Juilliard's Office of Educational Outreach. I anticipate cultivating an enduring, mutually beneficial partnership.

As a partner organization, we will support the New York City Charter School of the Arts to help maximize students' knowledge of the arts (dance, drama and music); provide resident teaching fellows who will build capacity in the arts; introduce master works and teach small group instrumental instruction; and provide an array of live performance experiences for the school community.

Upon charter approval, a Memorandum of Understanding will be drafted to establish a partnership design that will include but not be limited to:

- Instructors, length of class, frequency, and brief overview of desired outcomes
- Providing teaching artist (fellowship) stipends and training through Juilliard's Office of Educational Outreach
- Commitment to targeted support for student artists who are struggling
- Providing opportunities for students who may have a strong aptitude in the arts
- Rental instruments provided by Juilliard
- NYC Charter School of the Arts in exchange will comply with all Juilliard stipulations regarding oversight of fellows by certified teachers, no audio/visual recording of Juilliard students, use of Juilliard brand and logo and all other regulations detailed at the time of final agreement.

Related documentation is attached to this letter; any other plans or information you need may be provided upon request.

The New York City Charter School of the Arts has the power to change not only the lives of the students they serve, but also the global conversation about the power of artistic integration for deeper learning and improved academic outcomes. I have supported the integration of professional level arts in schools for over 20 years, and believe in schools whose programmatic and operational structures inherently support the role of arts education. Please do not hesitate to contact me at [redacted] should you have any further questions about this exciting partnership.

Sincerely,



Teresa McKinney, Director
Office of Educational Outreach at Juilliard

Board of Directors

Karen Tarnow
President

William R. Stein
Chairperson of Trustees

Michael Labadorf
Chairperson of Board

Kenneth King
Vice Chairperson of Board

Douglas Schultz
Vice President

Ronald Rickles
Treasurer

Evan Lieberman
Secretary

Directors

John Brown
Teresa Dietrich
John Jonas
Kenneth King
Elizabeth Larson
Annette Leder
James Libman
Karen Meltzer
Laurence Meltzer
James Peterson
Steven Schneider
Stephen Schwartz
Dennis Tarnow
Gregory Vilkin

Past Presidents

Andrew Dunberg
Ernest Field
Grace Hoffman
Irwin Labadorf

Advisory Committee

Michael Achenbaum
Michael Brice
James Cakmak
Dianne Dreyer
Robert Etkind
Robert Gailes
Jason Gillet
Ellen Greene
Marc Greene
Maury Harris
Mark Lopez
Douglas Morse
Herman Post
Susan Rudin
Lisa Semel
Michael Silver
Scott Singer
Bette Stein
Richard Schwartz

Medical Committee

Murray Dworetzky, M.D.
Robert Waldbaum, M.D.

Staff

Felix A. Urrutia Jr.
Executive Director

July 20th , 2015

Danal Abrams
Chairman of the Board of Trustees, NYCCSA
Moore Capital Management
11 Times Square, 39th Floor
New York, NY 10036

Dear Mr. Abrams,

On behalf of the entire Hands in for Youth organization (HI4Y—formally known as Vacamas Programs for Youth) and our board of trustees, I write to express my utmost enthusiasm and support for New York City Charter School of the Arts's proposed charter application. I am deeply committed to the mission of this school for two distinct reasons—one no more important than the other.

First, as an Alphabet City native, I know personally how vital good schools are to the health of this community. When growing up in the 70s I was fortunate enough to attend a selective Catholic School rather than attending my neighborhood middle school; others were not as lucky, and it later showed. While the middle schools have improved some since I was an adolescent, I fear that they continue to be of significantly poorer quality than the elementary schools. By supporting City School of the Arts, I feel I play a small yet important role in leveraging opportunities for children and families in my old neighborhood.

Second, in my capacity as executive director of HI4Y, which began providing residential (sleepaway) summer camping programs for the daughters of garment workers in the Lower East Side in 1924, I have a professional commitment to pursue better options for my participants. HI4Y's kids hail from the five boroughs of New York City, and hard-pressed communities from New Jersey, Connecticut, and Pennsylvania. Additionally, we provide vital after-school, summer day camp, and school-break services to middle school students in the South Bronx and get to see the numerous risk factors they confront daily. These young people need dedicated educators and we are here to help.

HI4Y is eager to partner with City School of the Arts to provide a camping facility for the sleep-away camp component of their program. Over the past year, I have had numerous conversations with proposed Principal Jamie Davidson regarding the terms of our partnership. Upon receiving their charter, our team plans to collaborate with them to program at least three 3-day camping experiences in single sex groupings for their founding class of 6th graders and two trips annually for faculty and board retreats. This collaboration will help us fulfill our mission of *inspiring young people of diverse backgrounds to be fully engaged in school and life so they have opportunity and choice to pursue their life's dreams.*

By teaching our participants to set and pursue goals, live proactively, reflect on their successes and failures, and take progressive action, we give them an edge in better navigating their school and real world environments. I can't wait to continue this work with the superb team at City School of the Arts in 2016.

If I can provide any more information our partnership with City School of the Arts, please do not hesitate to call me at [redacted] or email me at [redacted]

Sincerely,

Felix A. Urrutia Jr.
Executive Director

[redacted] West Milford, NJ 07480, [redacted] www.vacamas.org



The Yellin Center
for Mind, Brain, and Education

July 28, 2015

Danal Abrams
Chairman of the Board of Trustees,
NYC Charter School of the Arts
Moore Capital Management
11 Times Square, 39th Floor
New York, NY 10036

Dear Mr. Abrams,

I am writing to express my enthusiastic support for New York City Charter School of the Arts, the 6th-8th grade, arts-based charter school you and your team are proposing to open in 2016 in lower Manhattan. As a pediatrician, parent, educator, and advocate, I know firsthand how important innovation, creativity, and the arts are in supporting cognitive development, emotional well-being, long-term success, satisfaction, and resilience. In short, in my opinion, exposure, experience, and expression in these domains can foster a number of cognitive skills and personal qualities that are vital to success in today's world.

In meeting and speaking with the three co-founders of City School of the Arts on multiple occasions, I have been impressed by their ability, passion, energy, and commitment to integrating engagement with the arts with a rich and rigorous learning environment serving a diverse student population. Further, I believe that their team possesses the talent and operational capacity to create a school that will prepare students for bright futures in high school, college, and beyond.

As I believe you are aware, I am the founding director of The Yellin Center for Mind, Brain, and Education. Affiliated with New York University School of Medicine, The Yellin Center is dedicated to helping all learners experience success by providing interdisciplinary assessments to help define a student's unique learning profile in order to create individual action plans for academic improvement. We help students, their families, and their teachers understand how students learn and implement strategies to build on strengths and meet challenges. We also work with professionals in education and other fields to share emerging knowledge and practices in the study of learning and the practice of assessment.

I recently spoke with one of the school's co-founders, Kate Quarfordt, and learned of the team's commitment to ensuring that all staff and leaders at City School of the Arts are equipped with a neurodevelopmental framework for understanding and supporting the needs of students with a wide range of learning profiles. I would be very pleased to support the professional development of your team. Kate shared with me that teachers and learning specialists at City School of the Arts will be employing a robust Response to Intervention (RtI) program to ensure that students' needs are addressed effectively. We have had experience integrating our model in RtI programs in several schools.

Kate and I discussed a package of Professional Development support that my team and I would be willing and able to provide over the course of the first year, understanding that the total cost cannot exceed $5,000. With that in mind, we would be willing and able to provide:

- 1 half-day professional developmental workshop
- 4 case-based/topic-based conferences over the course of the year

We understand that we will need to work out the specifics of the proposal and precise terms of an agreement upon the authorization of your school's charter.

I very much look forward to supporting your team and helping to make the vision for this exceptional school a reality.

Sincerely,



Paul B. Yellin, MD, FAAP
Associate Professor of Pediatrics, NYU School of Medicine
Director, The Yellin Center for Mind, Brain, and Education

Brooklyn Prospect
Charter School

March 1, 2015

Chancellor Merryl H. Tisch
New York State Board of Regents
Charter School Office
89 Washington Avenue
Albany, NY 12234

Dear Chancellor Tisch,

This is to express my enthusiastic support for the New York City Charter School of the Arts' application to open a diverse, arts-based charter school in lower Manhattan in Fall 2016. I believe this team possesses tremendous capacity; their contribution to the charter space will be real and I am hopeful they will be approved to open in 2016 so that they can join the National Coalition for Diverse Charters, about which Jamie Davidson has already learned a great deal and expressed interest in joining.

In the time I have gotten to know Jamie Davidson and Kate Quarfordt, it has become abundantly clear that they possess the enthusiasm, intellect, and operational capacity to build a school true to mission: leveraging engagement in the arts to provide a diverse student body with a rich, rigorous learning environment. The coalition has a lot to gain from their membership; their contribution to the conversation around diversity and true innovation in charter schools will be real.

I am confident that Ms. Davidson and Ms. Quarfordt will not only run an excellent school but will be positive citizens of the New York education community. I have found them to be collaborative and focused on the substantive issues of bringing well-rounded education to a diverse student body. I strongly urge you to give their application the highest consideration, as they will be a loud voice in the conversation about why charter schools possess tremendous potential to enact real change.

Sincerely,

Daniel K Rubenstein

Daniel Kikuji Rubenstein
Executive Director, Brooklyn Prospect Charter School
Co-Founder, National Coalition for Diverse Charter Schools

LOWER EASTSIDE ECOLOGY CENTER www.lesecologycenter.org

OUTSTANDING RENEWAL ENTERPRISES, INC.
P.O. Box 20488 • New York, NY 10009 • tel 212 477-4022 • FAX 212 420-0621

July 20th, 2015

Danal Abrams
Chairman of the Board of Trustees,
NYC Charter School of the Arts
Moore Capital Management
11 Times Square, 39th Floor
New York, NY 10036

Dear Mr. Abrams,

I am delighted to write in support of the team of educators applying to open New York City Charter School of the Arts, the arts-based charter middle school you and your team have proposed to open in fall of 2016 on the Lower East Side. Your proposed schoolôs approach to using creativity and the arts to help young people engage meaningfully with issues of ecological sustainability and healthy communities is directly aligned with the mission of Lower East Side Ecology Center. The Ecology Center works toward a more sustainable New York City by providing community-based recycling and composting programs, developing local stewardship of green space, and increasing community awareness, involvement and youth development through environmental education programs. My work with schools and young people has prepared me to support the students and educators at City School of the Arts in a number of ways.

Per my conversation with co-founder Kate Quarfordt, LES Ecology Center agrees to provide the following services and supports:

- We can develop hands-on project-based curriculum in collaboration with art and science teachers around themes of waterfront sustainability and composting.
- We have an emphasis on ecological work that is neighborhood-based, helping kids understand that they can put their academic and artistic learning to use directly to positively impact their own community.
- We can coordinate curriculum to be used during the studentsôwilderness retreats at Camp Vacamas in order to ensure that the studentsôtime in the wilderness remains aligned with their learning goals and neighborhood sustainability work.
- We can help the City School of the Arts team recruit families who may be drawn to their creative, neighborhood-based, student-centered approach to education.

As I discussed with Quarfordt, our work assisting with curriculum and project planning would be billed at $100/hour for a proposed 20 hours at $2,000. All other services would be offered at no cost to your school.

As a neighbor and community environmental educator, I am excited to be collaborating with such a high-capacity team of educators committed to creating rich educational opportunities for young people on the Lower East Side.

Sincerely,

Daniel Tainow, Education Director

12. Partner Organizations

A. Over the past 16 months, we have been collaborating with a number of community-based partners to create the vision for this school. Once chartered, the following partner organizations will be contracted to support our efforts in the pre-operating phase of our school's development. It is our hope that with meticulous planning and ambitious goal-setting, these working relationships will play key roles in the life of our school during our first charter term.

Partner Organization	**Nature of Partnership**	**Contract/Monetary Relationship?**	**Trustees / Advisory Board Member Affiliated**
The Juilliard School	Comprehensive Artistic Instruction	Contract subject to school authorization; Teaching Artists are endowed by Juilliard, and are of no cost to schools	Joseph Polisi, president of the Juilliard School
Camp Vacamas	Provides Camp Facility	Proposed contract attached to letter affirming partnership; we will contract them for 6 separate 3-day stays (3/3-days/gender group year 1) at $40k	Jamie Davidson through a Vacamas trustee
The Yellin Center	Contracted Professional Development (PD) around a Mind, Brain and Behavior-based support for struggling students	Contract subject to authorization; if chartered, we would contract them for $5k annually, beginning with an afternoon session during Teacher Institute	Kate Quartfordt met Dr. Yellin through a professional contact
Ethical Culture Fieldston School	Collaborative Partner/ Mentor school re: progressive practice	We will participate in the progressive schools institute free of charge	Laura Blankfein, Board Vice Chair, is an alumna and former Fieldston Board Chair
National Coalition for Diverse Charter Schools	Membership to coalition for access to resources and a mission-aligned professional network	N/A	Jamie Davidson, Principal and Kate Quarfort, Director of Arts Integration and Culture know founder and president Daniel

			Rubenstein personally
Loisada Center	Community cultural institution with a 30 year legacy of studying and celebrating the artistic legacy of the Lower East Side	If authorized, we will contract them for Professional Development at $2k	Kate Quartfordt met the ED through a professional contact
Lower East Side Ecology Center	Provides community-based composting and sustainability programs to promote youth engagement in protecting/connecting with nature	If authorized, we will contract them for Professional Development at $2k	Kate Quartfordt met the ED through a professional contact

Partner Organizations' Contact Information and Diligence

Name	Phone	E-mail	Diligence
The Juilliard School	[redacted]	[redacted]	Teresa McKiney has worked with Advisory Board member Joseph Polisi for four years, and has gotten glowing reports from him, other key leaders at Juilliard, and all her partner schools
Camp Vacamas	[redacted]	[redacted]	We visited the facility a couple times, and met with Felix and his team for planning meetings several time over the course of the year
The Yellin Center	[redacted]	[redacted]	An affiliate of the Child Mind Institute at NYU, one of the most prestigious child neuroscience institutes in the country, Dr. Yellin

			comes highly recommended by a number of leaders in the field and former clients who had tremendously positive experiences with him
Ethical Culture Fieldston School	[redacted]		Vice Chair of our board Laura Blankfein served as Chair of Ethical Culture Fieldston School under Head of School Damien Fernandez, who is coordinating the partnership
National Coalition for Diverse Charter Schools		[redacted]	All member of the National Coalition for Diverse Charter Schools hold this umbrella organization in extremely high regard
Loisada Center	[redacted]	[redacted]	Gathered information through conversations with a number of affiliated groups, artists, and community members
Lower East Side Ecology Center	[redacted]	[redacted]	Gathered information through conversations with a number of affiliated groups, artists, and community members

R13 – GOVERNANCE

R13A - Education Corporation Board Roles and Responsibilities

City School of the Arts' Board of Trustees is comprised of talented, committed individuals (see Response 3(a) – Founding Members) who are driven by their desire to make an impact on the students and overall community in lower Manhattan. Board members understand that they are the actual holders of City School of the Arts' charter. This is a significant responsibility, requiring a deep understanding of effective governance practices, and transparent, thoughtful and strategic board design and planning.

Leadership Selection

The City School of the Arts' Board of Trustees is the final authority for policy and operational decisions of the school. However, Board members understand that they are ultimately volunteers and responsible for school governance, not management, with day to day decisions delegated to excellent school leadership. As such, the one of the Board's most important responsibilities is selecting the school's leaders, specifically the school's Principal and the Director of Operations.

At the time of the submission of its new school application, Board members are working in conjunction with a key school founder who is the proposed Principal of City School of the Arts. As described in Response 3(a) – Founding Members, board members chose to join the founding team due to their belief that the founding Principal possessed the skills and expertise necessary to oversee an excellent academic program. At the same time, the school's founding Board (in consultation with the proposed founding Principal) determined that it would be it would be in the best interest of the school for the Board to delegate responsibilities to not just one leader, but two – a Principal and Director of Operations, each of which could focus on key aspects of the school's decision making, academics and operations, respectively. As described in Response 10 – Organizational Chart and elsewhere, this co-leadership model is used in some highly successful schools, including those managed Uncommon Schools, Inc.

One of the first responsibilities of the board will be to select and excellent Director of Operations to fill out the school's top leadership. As described more in detail in Response 10 – Organizational Chart, Board members have a clear set criteria that are looking for in selecting the right person to delegate day to day operational responsibilities to, and have outlined a process for the recruitment and selection of that critical leadership role. Moving forward, in the event that either the Director of Operations or Principal position become open, the school's Board will carry out a search for these leadership positions in alignment with the process

described in Response 10, using and Committees and procedures also described below in Response 13(b), and Response 13(d) – By-laws.

Strong leaders are so important because of the significant responsibilities delegated to them by the board. Consider the following:

Key Responsibilities Delegated by the Board to School Leadership	
To Principal	**To Director of Operations (DoO)**
Recommend hiring and firing decisions of all staff under the Principal (see Response 10 – Organizational Charter) Ability to make decisions about the school's academic program that would not require a material revision to the school's charter Partner management Expenditures of up to $5,000 (in conjunction with DoO)[1]	Ultimate hiring and firing decisions of all staff under the Director of Operations (see Response 10 – Organizational Charter) Ability to make decisions about the school's operations that would not require a material revision to the school's charter Student recruitment Expenditures of up to $5,000 (in conjunction with Principal)
Key Responsibilities Retained by the Board[2]	
Hire, hold accountable, and if necessary, fire of the Principal and Director of Operations Approve the school's budget Approve expenditures over $5,000 (through competitive bidding, if applicable) Enter into formal agreements with partners or contracted service providers Approve any changes to the school's academic program, operations, facilities, or any other applicable areas that would require a material revision to the school's charter Address complaints that rise to the board's attention through the school's complaint policy Solicit funds (through methods such as philanthropy and grant funding) to support the school's development Monitor the overall academic, operational, legal and fiscal health of the school to make informed decisions Uphold the school's mission and always work in the best interest of the school, including finding ways to increase the school's access to resources	

[1] Expenditures of up to $2,000 may be made by either the Principal or Director of Operations within the requirements of the school's budget and available funds. Expenditures of between $2,000 and $5,000 must be jointly signed off on by the both leaders and reported to the board.

[2] Note that these responsibilities, and most of the information presented in this Response are narrative discussions and an overview of information found in Response 15(d) – By-laws. While this section should clearly align with the By-laws, insomuch as this is a narrative overview, this Response may not address specific details of board functions and responsibilities, but instead addressing key elements and highlights.

Adhere to the school's code of conduct, including the school's conflict of interest policy, the policies set forth in the by-laws, and to all applicable laws and regulations

Monitoring Performance

The Board also has the critical responsibility to regularly monitor the school's performance. At each board meeting (once per month), the board will receive a Principal's report and a Director of Operations report pertaining to academic, and operational and financial aspects of the school, respectively. Board members will also receive a board packet of critical information that will be discussed during the reports and/or otherwise available for ongoing board tracking and consideration. Key information may include the following:

Academic and Culture (Principal)

Most recent assessment data (typically demonstrating school-wide, grade level, and sub-group performance such as for students with disabilities and English language learners), including: New York State Assessment data, ANet, SRI, SMI, number of students passing end of year projects.
Culture data, including: Number of suspensions and expulsions, % of students who are tardy for the month, number of parent complaints brought to school leaders.
Academic program highlights (brief narrative bullets capturing key accomplishments or issues in the academic program).
Arts program highlights (brief narrative bullets capturing key accomplishments or issues in the arts program).
Academic and artistic partnership highlights (brief narrative bullets capturing key accomplishments or issues pertaining to partnerships – Principal may call on Director of Arts Integration and Culture as necessary).
(At least once per year) Results of NYCDOE parent satisfaction surveys.

Operations and Finance (Director of Operations, with support of CSBM or Director of Finance, as applicable)

Current Enrollment/Attrition
Teacher Hiring/Attrition
Financial Data: Current cash on hand, philanthropy received, and other critical information
Facilities highlights (brief narrative bullets capturing key facilities issues and considerations)
Service provider highlights (brief narrative bullets capturing issues and key information around key contracted services, such as CSBM for financial services)

Key compliance considerations (including upcoming critical dates for reporting and meeting other state, federal, and authorizer requirements)
(At least once per year) Progress toward meeting Recruitment and Retention targets (as described in Response 15(b) – Target Populations)
(Once per year) Audit highlights (brief narrative bullets capturing key findings in the school's annual audit)

Such information may be presented in greater detail to, and considered by relevant committees made up of members with particular expertise and/or interest in applicable areas as described below.

Board members understand that although most key decision making around these areas is carried out the Principal and the Director of Operations (and them to staff as described in Response 10 – Organizational Chart), the Board's tracking and review of this information is critical because it:

Allows the board to recognize potential areas of deficit or concern, and to follow-up with the applicable school leader accordingly.
Is information used to formally hold school leaders accountable, which the board will do once a year through a formal evaluation tool, which is to be designed, but that will include (for the principal) overall strength of the academic program, and for the Director of Operations, overall Operational and fiscal health of the school. Both school leaders will be held accountable for maintaining adequate student enrollment and parent satisfaction with the school.
Allows the board to recognize where it may be able to provide additional support, and/or provides evidence of need when school leaders make requests for significant resources or to make major changes to the school's program.

R13 - B Education Corporation Board Design

The Board's design, including the composition or the board and the systems and structures that it uses to carry out its business, is critical to ensure that City School of the Arts is effectively governed and in compliance with all applicable laws and regulations. The following outlines key elements the Board's design, which reflect the

Board Membership

The board will consist of between nine (9) and 15 members. Members will typically be elected for two (2) year terms (with terms staggered after the initial manner in a method as described in Response 15(d) – By-laws). Key leadership positions will include:

Chair: Presides over board meetings.

Vice Chair: Serves as the Board's leader in the Chair's absence.
Treasurer: Responsible for leading the oversight of the Education Corporation finances and maintenance of financial records.
Secretary: Maintains minutes of the school's meetings and is responsible for assuring prospering noticing as prescribed by the by-laws.
Community Liaison: Liaison between the board and community leaders; ensures that the school remains community-based

Committees

The board will use a committee structure that will allow members to consider information in depth with a certain degree of specialization and expertise before decisions come before the full board. The Board will have the following Committees.

Executive Committee: The Executive Committee will consist of the Board's leadership (Chair, Vice Chair, Treasurer, Secretary and Community Liaison). It is responsible for providing overall leadership of the board and for helping to shape the board's agenda.
Education Program Oversight: The Education Program Oversight committee will be responsible for conducting deep analysis of the school's academic outcomes and programs and serving as experts for the Board in these areas to help ensure intelligent Board decision making about the academic program and Principal accountability. Its members typically have expertise in academics, accountability, and strategic decision making, and typically consists of about 3 members.
Finance Committee: The Finance Committee reviews the school's budget and additional financial information about the school's ongoing financial position and makes the larger Board aware of areas of concern and/or makes recommendations pertaining to Board decision making around finances. The Committee is led by the Board Treasurer and consists of about 3 members.
Development Committee: The Development Committee seeks ways bring additional revenue to the school through philanthropy, or other methods within members' areas of expertise (i.e. by identifying grant opportunities). There are typically 3 members in the committee.
Facilities Committee: The Facilities Committee is especially critical in the school's pre-opening period in that it provides expertise and critical consideration of all aspects of locating and ensuring that an adequate school facility is ready for students. After facility identification, it monitors any issues pertaining to the facility, and is ready to provide insight and inform the wide Board of information that will support intelligent decision making pertaining to the school facility. This Committee will typically consist of 2 members.

Advisory Board

As discussed in Response 3(a) – Founding Members, the Board and the school in general will be supported in their work by a panel of Advisory Board members, made up of experts in relevant fields who do not play a formal role in the governance of the school, by none-the-less are committed to furthering the school's mission and providing their expertise to help support the school. While now formal Board members, Advisory Committee members will demonstrate their commitment to the school by each year attending at least two board meetings and visiting the school at least twice, communicate frequently with Committees and the Principal, participating in fundraising, and supporting the school in developing and sustaining strategic partnerships.

Board Meetings

Board meetings will occur at least once per month at the school unless there is a compelling reason why the school facility cannot be available (i.e. renovations), in which case the meeting will take place in a location that is accessible to the public and located within the general school community. The Board understands that it must advertise and carry out meetings in accordance with the Open Meetings Law, but more importantly, strongly believes that, given the important role a school plays in the community and in peoples' lives in general, it is critical to be transparent, open and welcoming to community members, staff and other stakeholders. The Board will only meet in closed executive session for reasons allowable under the Law, such as to discuss personnel matters and legal proceedings, and all executive sessions only after the Board convenes an open session for public comment.

Each August, the Board of Trustees will establish goals for the school year in the areas of academic achievement, school culture, community engagement and facilities. In addition to annual goal-setting, the board will establish multi-year objectives that will be reviewed and/or revised on an ongoing basis throughout the charter term.

Trustee Recruitment, Nomination, Orientation

Upon the resignation of a board member, or if need is otherwise identified by the Board through its evaluation process, the Board will endeavor to recruit new members through the following methods:

Through personal networks, especially with regard to bringing on members when there is need for a specific expertise (i.e. law, development, facilities, finance, etc.)
Through consultation with charter organizations such as the New York City Charter School Center, which has a wide network of associates.
Through communications with the school's community partners.

If necessary, in conjunction with organizations such as BoardAssist (http://boardassist.org/), which helps match interested potential members with board's in need of new members.

Board candidates must demonstrate commitment to, and understanding of the school and its needs. All Candidates will be expected to visit the school at least once, attend at least one Board meeting, and meet with the Board Chair and at least two other members of the Board (all Board members will be invited to participate) to participate in an interview. Trustee candidates must be nominated by a sitting Trustee, and elected by majority vote of the sitting Trustees. No person who has a conflict of interest prohibited under Sections 801 and 806 of the General Municipal Law may serve.

Orientation for Board members will include a review of the Board's by-laws, a presentation of the school's charter application (especially its accountability goals), a briefing by school leaders, and in the future, access to a board guide, which will be developed by the board in its first year of operations.

Remove

If necessary, the Board has the power to remove Board members with cause for reasons such as:

Failure to follow the school's Code of Conduct, including with regard to conflicts of interest
Acting in a manner that brings negative attention to the school
Failure to attend two (2) consecutive board meetings or four (4) total meetings out of 12 in a calendar year

Removal of a board member requires the vote of 2/3 of the board, excluding the Trustee who is subject to the removal.

Board Training and Evaluation

Board members recognize the critical importance of staying up to date with legal requirements and best practices, and will regularly participate in board training and professional development opportunities pertaining to their role as board members and effective, high quality practice. This could include the following:

Hiring external experts, such as Marcy Cornell-Feist (founder of TheHighBar) to provide training on effective board practices and/or to facilitate the Board's retreat and self-evaluation. This is especially critical in school's pre-opening and early years to help the board become established and be effective as possible, as soon as possible. As

demonstrated in Response 22(f) – Budget, the school's budget includes _____ for Board development activities in the pre-opening period and first year of the school's operations.

Participating in state and national conferences with sessions designed for board members, such as those held by the organizations including the National Alliance for Public Charter Schools (if funds are available, or, if possible, through members' own resources), the New York City Charter Schools Center and the Northeast Charter School Network.

Distribution of publically available resources such as those provided by the National Charter School Resource Center.

The Board will formally self-assess twice a year, in December and June, to monitor progress toward short and long-term goals. The effectiveness of the Committees will be assessed at this time as well. In addition, each Board will self-assess around areas of attendance, participation and communication, and contributions to the overall well-being of the school (which does not have to be, but could be monetary, or could include significant volunteering, introduction of the school to significant opportunities or resources, or other members of support), and meet with Board Chair to review and evaluate progress in order to create strategic goals when and where necessary. The Executive Committee will constantly monitor the skill-sets of the various members, and create plans to address deficiencies and/or vacancies.

Response 13(c) – Stakeholder Participation

City School of the Arts believes that it is critical for key stakeholders within the school community to have their voices heard with regard to school governance, and also recognizes that Education Law § 2851(2)(c) requires that charter schools have mechanisms for parent and staff involvement in governance.

Parents

Parents will have many ways to ensure that their and concerns are considered by the Board. City School of the Arts will actively support the development of a Families Association, and will offer the time and space needed for those meetings. Family Association leaders and members will be encouraged to attend Board meetings, especially when the Association has significant concerns or wishes to report about great accomplishments. (The Board will, of course, advertise meetings to all families and welcomes input, but regular participation by members from an Association will help ensure a consistent family presence.) The Board Community Liaison (a member of the Board's leadership), will specifically establish an ongoing line of communication with the Family Association leadership (and may, from time to time, attend meetings, if possible.) Additionally, City School of the Arts will ensure that each cohort of students is represented by a family representative, with whom the Principal will regularly communicate to hear about concerns and to address issues. The Principal will add areas of significant concern brought up by cohort representatives during the Principal's report to the board. Finally, the school's Student and/or Family Handbook (final format TBD) will explain how families can bring concerns and thoughts to the board, as well as the formal complaint process if such a mechanism is necessary (see Response 13(f) – Complaint Process).

Staff

City School of the Arts acknowledges that the General Municipal Law's conflicts of interest provisions prohibit any parent, teacher or school administrator who the education corporation employs from serving on the Board of Trustees. Despite this prohibition, City School of the Arts believes that an active, healthy school environment welcomes the insights of those in the field, serving students. The school's Principal, will serve as an ex officio, non-voting Board member that does not count toward quorum, and will present the regular Principal's report to the board, which will include any significant concerns expressed by staff that cannot be addressed at the school level. Additionally, the Principal and Director of Operations will, as often as possible, participate in relevant Committee meetings to make sure that the staff's voice is represented when Committees are considering important information and data. From time to time, the Principal will expressly ask staff to come and present at Board meetings to present accomplishments or voice widespread concerns. Board members will have access to the school's Complaint Policy within the Staff Handbook if such a formal mechanism is necessary (see Response 13(f) – Complaint Policy). Finally, as for all stakeholders, the times and dates of Board meetings will be advertised to teachers, who are free to attend meetings and welcome to speak during time for public comments.

Response 13(f) – Complaint Policy

The following will appear in City School of the Arts' Student and/or Family Handbook (final format TBD) and Staff Handbook, as applicable, and be available in the office in writing upon request.

City School of the Arts' Complaint Policy

Any individual or group may bring complaints or concerns to the Principal or the Director of Operations of the school for any reason. The Principal or Director of Operations will work to fairly resolve conflicts as quickly as possible. If the Principal or Director of Operations is unable to resolve the complaint to the individual or group's satisfaction, or if the complaint is about the Principal of Director of Operations, the individual or group may utilize the Formal Complaint process below.

Subdivision 2855(4) of the New York Education Law (part of the Charter Schools Act) provides that parents (as well as any other individual) who believe that a charter school has violated a term of its charter or applicable law may complain formally to the school's Board of Trustees and seek relief. The Executive Committee of the Board Formal will consider any formal complaints that rise to the Board level.

Parent or Guardian: The process for a parent or guardian to bring a concern to the Board's Executive Committee will be as follows:

- The parent or guardian may bring his or her concern to a member of the school administration in the form of an informal complaint.
- If (s)he is not satisfied with the response, then (s)he will put the concern in writing and give it to the Principal or Director of Operations, who will forward it to members of the Executive Committee.
- The Executive Committee will send a written acknowledgement of receipt of complaint within five business days of receiving the complaint.
- The Executive Committee will investigate the concern and respond to the parent or guardian in writing. The Executive Committee will provide the Board of Trustees with a report at the next Board of Trustees meeting.
- The Executive Committee will respond in writing with a decision regarding any written complaint they receive within 30 business days from receipt of the complaint.

Employee: The process for an employee to bring a concern to the Board's Executive Committee is as follows:

- The employee may bring his or her concern to a member of the school administration in the form of an informal complaint.
- If (s)he is not satisfied with the response, then (s)he must put the concern in writing and give it to the Principal or Director of Operations, who will forward it to members of the Executive Committee.
- The Executive Committee will send a written acknowledgement of receipt of complaint within five business days of receiving the complaint.

- The Executive Committee will investigate the concern and respond to the employee in writing. The Grievance Committee will provide the Board of Trustees with a report at the next Board of Trustees meeting.
- The Executive Committee will respond in writing with a decision regarding any written complaint they receive within 30 business days from receipt of complaint.

Individual or Organization: The process for an individual or organization, who is neither a parent or guardian, nor an employee, will be as follows:

- The individual or organization may bring concerns to the Principal or Director of Operations in the form of an informal complaint.
- If not satisfied with the response, the individual or organization will put the concern in writing and give it to the Principal or Director of Operations, who will forward it to members of the Executive Committee.
- The Executive Committee will send a written acknowledgement of receipt of complaint within five business days of receiving the complaint.
- The Executive Committee will investigate the concern and respond to the individual or organization in writing. The Executive Committee will provide the Board of Trustees with a report at the next Board of Trustees meeting.
- The Executive Committee will respond in writing with a decision regarding any written complaint they receive within 30 business days from receipt of complaint.

Upon the resolution of any complaint, the school shall provide:

- A written notice to the complainant that he or she may appeal the determination of the school to the Board of Trustees of the State University of New York (SUNY Trustees); and
- A copy of the SUNY Trustees' grievance policies (as they are posted on the website of the Charter Schools Institute (CSI) currently at http://www.newyorkcharters.org/contact/).

Appeals of decisions made by the Board of Trustees may be made first to the SUNY Trustees via CSI, and then to the Board of Regents through the New York State Education Department.

R13C. By-laws

ARTICLE I

THE CORPORATION

Section 1.1. Name and Formation. New York City Charter School of the Arts (the "***Corporation***") is a not-for-profit corporation organized under the Not-for-Profit Corporation law of the State of New York (the "***NCPL***"). The Corporation is a charter school as defined in the New York State Charter Schools Act (Article 56) of the Education Law of the State of New York (the "***Charter Law***"). The Corporation is to be operated to carry out charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended (the "***Code***").

Section 1.2. Purposes. The purposes of the Corporation are to: (a) operate a public charter school in the City of New York (the "***School***") subject at all times to the Charter Law and the NCPL; (b) exercise all rights and powers of not-for-profit corporation under the NCPL; and (c) engage in any other activity that is connected with or in advancement of the foregoing purposes; provided that the Corporation shall at all times operate in conformance with 501(c)(3) of the Code.

ARTICLE II
OFFICES

Section 2.1. Principal Place of Business. The principal place of business of the Corporation shall be located in the City and State of New York. The Corporation may have such other offices, either within or without the State of New York, as the Board of Trustees may determine or as the affairs of the Corporation may require from time to time.

Section 2.2. Registered Office and Registered Agent. The Corporation shall have and continuously maintain in the State of New York a registered office and a registered agent whose office is the Corporation's registered office.

ARTICLE III
BOARD OF TRUSTEES

Section 3.1. Powers Generally. Except as otherwise provided by the Charter Law, the NCPL or other applicable laws and regulations (collectively, "***Laws***"), the charter of the School approved by the New York State Board of Regents (the "***Charter***") or the terms of these Bylaws, the business, affairs and

property of the Corporation and the School shall be managed by the Board of Trustees (the "***Board***").

Section 3.2. Enumeration of Specific Powers. Without limiting the generality of Section 3.1, the powers and duties of the Board shall include the following:

(a) Perform any and all duties imposed on the Board by Laws or by these Bylaws;

(b) Make and change policies, rules and regulations not inconsistent with Laws or these Bylaws for the management and control of the School and its affairs, including without limitation, with respect to curriculum, teaching and learning; English language education for English language learners; special education; admissions; student health and food services; student and faculty dress code; student discipline; transportation; and employment and other personnel matters;

(c) Develop, approve, implement and monitor achievement of the School and provide public accountability;

(d) Develop and approve the School's (i) annual budget, which shall be monitored throughout the year, and (ii) the School's longterm financial plans and projections;

(e) Cause an annual inspection or audit of the accounts of the Corporation, as well as other audits required by Laws, to be made by an accounting firm selected by the Board;

(f) Establish all major educational and operational policies;

(g) Hire, fire, oversee, evaluate, guide and support the [Executive Director and Principal] and other members of the School staff;

(h) Strive for a diverse student population, reflective of the School's community;

(h) Lease, purchase or otherwise acquire, in any lawful manner, for and in the name of the Corporation, any and all real and personal property, or other assets, right s and privileges deemed necessary or convenient for the conduct of the School's purpose and mission;

(i) Enter into agreements and contracts with individuals, groups of individuals, corporations and other entities and government and quasi-governmental bodies; and

(j) Solicit and receive grants and other funding consistent with Laws and the Code to promote the School's mission with the objective of raising operating and capital funds.

Section 3.3. Qualifications. Each member of the Board (a "***Trustee***") shall at all times have any mandatory qualifications required by the Charter Law or the Charter. The [Executive Director and Principal] shall automatically be a Trustee. The Board may elect any person who in its discretion it believes will serve the interests of School faithfully and effectively. Each Trustee shall be strongly committed to the School's mission, and to improving public educational opportunities for all children. Trustees, at the Board's discretion, may (but need not) consist of (i) one or more members of the School's faculty or administration, or (ii) parent community and/or local community leaders. A faculty/administration member's term shall automatically expire upon such member no longer being employed by the School (including the [Executive Director and Principal]), unless the Board determines otherwise. The term of a member of the Board from the parent community shall automatically expire when such parent no longer has a student enrolled in the School, unless the Board determines otherwise. In order to become and remain a Trustee, each individual shall be required to attend such training and engage in such other mandatory service-related initiatives as the Board may from time to time require.

Section 3.4. Number. The number of Trustees constituting the initial Board shall be [ ] (__). Subject to the Charter Law and the Charter, the number of Trustees may be changed from time to time by amendment of these Bylaws, provided that the Board will at all times have a minimum of [ ] members and a maximum of [ ] members.

Section 3.5. Term of Service. The term of office of all members of the initial Board shall be [two] years. At the end of the second year, the Board shall provide for staggered terms of its Trustees by designating approximately one third of the Trustees to one-, two- and three-year terms, respectively. Following the expiration of those initial staggered terms, the term of each elected Trustee shall continue for three years after initial election, subject the Trustee's earlier death, resignation or removal. No Trustee, other than the [Executive Director and Principal], shall serve for more than eight (8) consecutive years, provided that, upon request of the [Executive Director and Principal] a Trustee may be permitted to serve beyond such eight year limit, if the Board determines that

such extension is in the best interests of the School. A Trustee's term shall not be shortened by any reduction in the number of Trustees resulting from the amendment of these Bylaws. A Trustee's term shall not be extended beyond that for which the Trustee was elected from the amendment of these Bylaws.

Section 3.6. Removal. Subject to the terms of the NCPL, any Trustee may be removed for cause by the affirmative vote of the 2/3 of the entire Board, excluding the Trustee who is the subject of the removal action. Unexcused absence from two (2) consecutive regular meetings of the board or four (4) regular meetings of the board in any 12-month period shall, without limitation, be considered cause for removal.

Section 3.7. Resignation. Any member of the Board may resign at any time by giving his or her resignation to the Chairman, Vice Chairman or Secretary. A Trustee's resignation will take effect at the time designated by the resigning Trustee. Unless otherwise specified in a notice of resignation from the resigning Trustee, Board acceptance of resignation shall not be necessary to make the resignation effective.

Section 3.8. Vacancies. Any vacancies on the Board of Trustees arising at any time and from any cause, including any arising from the increase in the number of trustees made in accordance with these Bylaws and the Laws, may be filled at any meeting of the Board by a majority of the Trustees.A Trustee elected to fill a vacancy shall hold office until the expiration of the term he or she was elected to complete.

Section 3.9. Meetings. An annual meeting of the Board shall be held in [May] for, among other things set forth in the notice thereof,the purpose of electing Trustees and making and receiving reports affairs of the School (educational, financial and operational). In addition, regular meetings of the Board, for the transaction of such business as may be set forth in the notice thereof, shall be held at such time and place as shall be determined by the Board. Special meetings of the Board may be called at any time by the Chairman, or in his or her absence or disability, the Vice-Chairman, and must be called by such officer on written request by three (3) other Trustees. Such request shall state the purpose or purposes for which the special meeting is to be called. Each special meeting of the Board shall be held at such time and place as the person calling the meeting shall determine and the notice of the meetings shall specify. All adjournments of any Board meeting shall be subject to the NCPL.

Section 3.10. Notice of Meetings. Notice of the time and place of each annual, regular or special meeting of the Board, and, to the extent reasonably possible a written agenda stating all matters upon which action is proposed to be

taken, shall be given to each Trustee by the Chairman, the Vice-Chairman or the Secretary not less than seven (7) days before the meeting, by mailing the notice, postage prepaid, addressed to each Trustee at his or her residence or usual place of business, or not less than five (5) days before the meeting, by delivering the notice to each member of the board personally, or by telephone and/or electronically.

Section 3.11. Public Notice. To the extent applicable, in addition to the notice requirements set forth above, public notice of any and all meetings of the Board, and any committee or subcommittee of the Board, shall be given as required by the Open Meetings Law of the State of New York or other applicable Laws. To the extent of any conflict between any provision of these Bylaws and the Open Meetings Law or other applicable Laws, the Open Meetings Law or other applicable Laws shall prevail and control.

Section 3.12. Quorum and Voting. At all annual, regular or special meetings of the Board, except as otherwise provided by Laws, the Charter or these Bylaws, a quorum shall be required for the transaction of business, which quorum shall consist of a simple majority of Trustees (not including then-existing vacancies), and the vote of a majority of the Trustees present shall decide any question that may come before the meeting.

Section 3.15. Committees. The Board of Trustees may designate from among its members, by resolution adopted by a majority of the entire Board, such committees as the Board may from time to time designate ("***Committees***") so as to better manage the affairs of the School and to carry out the powers and duties of the Board as set forth in Article III of these Bylaws. All Committees shall will have a minimum of [three (3)] members, except the Executive Committee which will have a minimum of [five (5)] members. Each Committee shall have an appointed chairperson determined by the Board from time to time. The Board shall at all times maintain an Executive Committee, an Audit and Finance Committee and an Academic Committee. The Executive Committee shall consist of the Chairman, the [Executive Director and Principal] and such other members as the Board may determine. Except as otherwise provided by Laws, the Charter or these Bylaws, all acts done and power and authority exercised by the Executive Committee from time to time within the scope of its authority shall be, and may be deemed to be, and may be specified as being, an act under the authority of the Board of Trustees. The Audit and Finance Committee shall consist of the [Chairman], the [Executive Director and Principal] and such other members as the Board may determine, shall be responsible for the fiscal health and well-being of the School, and in connection therewith shall monitor the School's finances, review budgets and financial statement, and make financial recommendations to the whole Board. The Academic Committee shall consist of [

] and [ ] and such other members as the Board may determine, shall be responsible for the School's overall academic curriculum, and in connection therewith shall monitor the School's academic programs, student progress and testing levels and [ ], and make academic recommendations to the whole Board. A majority of a Committee shall constitute a quorum for the transaction of business, and the vote of a majority of a Committee constituting the quorum thereof shall be an act of such Committee. Every Committee shall, at the discretion of the Committee chair, be able to appoint such subcommittees ("***Subcommittees***") as may be necessary to carry out the function of the Committee. Committees and Subcommittees of Trustees shall meet at such times and places as the chair of each committee shall determine and the notice of the meeting shall specify. Reasonable notice of meetings of Committees and Subcommittees shall be provided by the chair of each such Committee or Subcommittee. In addition, public notice of any and all meetings of any Committee. To the extent applicable, public notice of any and all meetings of Committees and Subcommittees of the Board shall be givenas required by the Open Meetings Law of the State of New York or other applicable Laws. To the extent of any conflict between any provision of these Bylaws and the Open Meetings Law or other applicable Laws, the Open Meetings Law or other applicable Laws shall prevail and control.

Section 3.16. **Compensation**. No person serving as Trustee or shall receive any salary or compensation for his or her services as Trustees or committee members. A Trustee or committee member shall be entitled to reimbursement for reasonable expenses incurred by him or her in carryingout his or her duties as such.

ARTICLE IV
OFFICERS

Section 4.1. **Number**. The officers of the Corporation shall be a Chairman, Vice-Chairman, Secretary and Treasurer, and such other officers as the Board may from time to time elect ("***Officers***").

Section 4.2. **Election and Term**. The Board shall elect and appoint all Officers at the annual meeting of the Board, which Officers shall be installed in office at such annual meeting to serve for terms of one year and until their successors have been duly elected and qualified, subject the Officer's earlier death, resignation or removal.

Section 4.3. **Resignation or Removal**. Any Officer may be removed, with or without cause, by a majority vote of the entire Board excluding the Trustee who

is the subject of the removal action. Any Officer may resign at any time by delivering written notice of his or her resignation to the Corporation. An Officer's resignation will take effect at the time designated by the resigning Officer. Unless otherwise specified in a notice of resignation from the resigning Officer, Board acceptance of resignation shall not be necessary to make the resignation effective. A vacancy in an office shall be filled for the unexpired term by Board action.

Section 4.4. Employees and Other Agents. The Board of Trustees may from time to time hire such employees and appoint such agents on such terms as it deems appropriate from time to time.

Section 4.5. Chairman. The Chairman shall be the chief executive officer of the Corporation, shall preside at all meetings of the Corporation and the Board of Trustees, and shall perform such other duties incident to the office of the Chairman and shall do and perform such other duties as may be assigned to him or her from time to time by the Board of Trustees. The Chairman shall also have such other powers and perform such other duties as the Board of Trustees may from time to time prescribe.

Section 4.6. Vice-Chairman. The Vice-Chairman shall, in the absence or disability of the Chairman, perform the duties and exercise the powers of the Chairman. The Vice-Chairman shall also have such other powers and perform such other duties as the Board of Trustees may from time to time prescribe.

Section 4.7. Secretary. The Secretary shall be responsible for (i) the maintenance of an accurate record of all the minutes of all meetings of the Board of Trustees, and (ii) serving or causing to be served all notices of the Board and Committees as required by these Bylaws, and (iii) maintaining custodianship of the Corporation's records (other than financial records). The Secretary shall also have such other powers and perform such other duties as the Board of Trustees may from time to time prescribe.

Section 4.8. Treasurer. The Treasurer shall be responsible for (i) the oversight of all financial matters of the Corporation, (ii) the maintenance of accurate financial records of the Corporation, and (iii) the custodianship of the Corporation's financial records. The Treasurer shall also have such other powers and perform such other duties as the Board of Trustees may from time to time prescribe.

Section 4.9. Delegation of Officers' Duties. In case of the absence or disability of an Officer, or for any other reason that the Board may deem sufficient, the Board may delegate the powers or duties of any Officer to any

other Officer or to any member of the Board, except as otherwise provided by Laws, the Charter or these Bylaws, except that the duties of the Chairman may only be delegated to the Vice-Chairman and the Vice-Chairman may not transfer the Chairman's duties that were delegated to the Vice-Chairman to any other Officer.

Section 4.10. Compensation. No persons serving as an Officer shall receive any salary or compensation for his or services as an Officer. An Officer shall be entitled to reimbursement for reasonable expenses incurred by him or her in carrying out his or her duties as such.

ARTICLE V
INDEMNIFICATION

Section 5.1. No Liability. The Trustees and Officers shall be afforded the full protection of NCPL §720-a (as said section may be amended from time to time hereafter). To the fullest extent permitted by the NCPL, no Trustee shall be personally liable for the Corporation's debts, liabilities or other obligations.

Section 5.2. Right of Indemnification. Each Trustee and Officer of the Corporation, whether or not then in office, and any person whose testator or intestate was such a Trustee or Officer, shall be indemnified by the Corporation for the defense of, or in connection with, any threatened, pending or completed actions or proceedings and appeals therein, whether civil, criminal, administrative or investigative, in accordance with and the fullest extent permitted by the NCPL, as such law now exists or may hereafter be adopted or amended. The standards for when a Trustee or Officer is entitled to indemnification are as set forth in the NCPL are incorporated herein by reference.

Section 5.3. Advancement of Expenses. Expenses incurred by a Trustee or Officer in connection with any action or proceeding as to which indemnification may be given under Section 5.2 may be paid by the Corporation in advance of the final disposition of such action or proceeding to the fullest extent permitted by the NCPL, as such law now exists or may hereafter be adopted or amended, subject to (a) the receipt by the Board of an undertaking by or on behalf of such Trustee or Officer to repay such advancement in case such Trustee or officer is ultimately found not to be entitled to indemnification as authorized by this Article V, and (b) approval by the Board consisting of Trustees who are not parties to such action or proceeding.

Section 5.4. Availability and Interpretation. To the extent permitted under the NCPL, the rights of indemnification and to the advancement of

expenses provided in this Article V shall (a) be available with respect to events occurring prior to the adoption of this Article V, (b) continue to exist after any rescission or restrictive amendment of this Article V with respect to events occurring prior to such rescission or amendment, (c) be interpreted on the basis of applicable law in effect at the time of the occurrence of the event or events giving rise to the action or proceeding, and (d) be in the nature or contract rights that may be enforced in any court of competent jurisdiction as if the Corporation and the Trustee or Officer for whom such rights are sought were parties to a separate written agreement.

Section 5.5. Other Rights. The rights of indemnification and to the advancement of expenses provided in this Article V shall not be deemed exclusive of any other rights to which any Trustee or Officer or other person may now or hereafter be otherwise entitled, whether contained in these Bylaws, a resolution of the Board or an agreement providing for such indemnification, insurance coverage purchased by the Corporation, the creation of such other rights being hereby expressly authorized. Without limiting the generality of the foregoing, the rights of indemnification and to the advancement of expenses provided in this Article V shall not be deemed exclusive of any rights, pursuant to statute or otherwise, of any Trustee or Officer or other person in any action or proceeding to have assessed or allowed in his or her favor, against the Corporation or otherwise, his or her costs and expenses incurred therein or in connection therewith or any part thereof.

Section 5.6. Severability. If this Article V or any part hereof shall be held unenforceable in any respect by a court of competent jurisdiction, it shall be deemed modified to the minimum extent necessary to make it enforceable, and remainder of this Article V shall remain fully enforceable. Any payments made pursuant to this Article V shall be made only out of funds legally available therefor.

ARTICLE VI
AMENDMENTS

Section 6.1. Amending Bylaws. These Bylaws, or any part hereof, may be adopted, amended or repealed at any meeting of the Board by a vote of two-thirds (2/3) of the entire Board of Trustees. Notice of a meeting to vote on adoption, amendment or repeal of any bylaw(s) shall include details and specification of the proposed action. No amendment to these Bylaws may be made if such amendment is not in accordance with Laws and the Charter.

ARTICLE VII
MISCELLANEOUS

Section 7.1. Interpretation of Charter. In the event of a conflict between these Bylaws and the Charter, the provisions of the Charter shall control.

Section 7.2. Gifts. Except as otherwise provided by Laws, the Code or the Charter, the Board of Trustees, the executive committee or any authorized Officer, employee or agent of the Corporation may accept, on behalf of the Corporation, any contribution, gift, bequest or devise for any general or special purpose or purposes of the Corporation.

Section 7.3. Corporate Funds. The funds of the Corporation shall be deposited in its name with such banks, trust companies or other depositories as the Board may from time to time designate. All checks, notes, drafts and other negotiable instruments of the Corporation shall be signed by such Officer or Officers, agent or agents, employee or employees as the Board from time to time may designate. No Officers, agents or employees of the Corporation, alone or with others, shall have the power to make any checks, notes, drafts or other negotiable instruments in the name of the Corporation or to bind the Corporation thereby, except as provided by this Section 7.3.

Section 7.4. Duty of Confidentiality. Every Trustee has a duty to maintain the confidentiality of all Board actions and activities, including discussions and votes. Any Trustee violating this confidence may be removed from the Board for cause pursuant to Section 3.6.

Section 7.5. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction and definitions contained in the NCPL shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine of female gender, and as both singular and plural, as the context requires. The captions and headings in the Bylaws are for convenience of reference only and are not intended to limit of define the scope or effect of any provision.

14. District and School Relations

SUPPORT FROM OUR PROPOSED DISTRICTS

It is no accident that the earliest days of planning and envisioning our school took place in a reclaimed bodega-turned-arts-space in Alphabet City. One of our first supporters at the inception of our design process was an artist, entrepreneur and lifelong LES resident named Jim Chu, who had transformed a deli on 12th street and Avenue C that had been destroyed by Hurricane Sandy into "Specials On C," a thriving community gallery and open-source event space.

A strong proponent of creative youth leadership, Chu had learned about our work with young people in the Bronx and invited our team to co-host creative events with teens in his space. As we brainstormed ways we might collaborate, Chu shared his story of having grown up as a first generation immigrant on the Lower East Side and feeling the pressure to "get out" to go to a good school (in his case, Stuyvesant) in order to succeed. When we shared our vision of wanting to create an arts-based middle school in the neighborhood that would use creativity as a pathway to rigorous academic learning, Jim immediately offered his support.

We began hosting events in the bodega, but instead of straightforward arts programming, we brought artists, educators, families, young people and community leaders together for focus groups to collectively design an arts-based charter middle school in the neighborhood. A year and a half later, we can gratefully trace the strong network of support we've built in the community back to those early planning sessions at Specials On C. As a founding member of our board of trustees, Jim Chu is committed to ensuring that students on the Lower East Side have access to a free, high quality, non-selective, rigorously creative education… without having to leave their neighborhood.

SUPPORT FROM COMMUNITY COLLABORATORS IN OUR PROPOSED DISTRICTS

We are proud that so many of our supporters and partners represent organizations with strong ties to the districts we propose to serve, including Educational Alliance; Girls and Boys Projects; Little Missionaries Day Nursery; New York City Housing Authority (NYCHA) LES1, LES5 and Baruch Houses; Henry Street Settlement; Abrons Arts Space; University Street Settlement; and CITYarts. Of particular note, among the partnerships we intend to formalize as contracted collaborators upon authorization of our charter are two respected Lower East Side institutions with long-standing histories of serving the community: The Loisaida Center and The Lower East Side Ecology Center:

1. The Loisaida Center is one of two remaining Puerto Rican/Latino-based multi-use facilities in Lower Manhattan and boasts a 30-year legacy of furthering the

neighborhood's commitment to artistic excellence, community engagement, intergenerational learning and respect for the cultural heritage of immigrant groups. Loisaida has identified deep mission alignment with City School of the Arts and pledged to support us in multiple ways, including connecting our team with local families.

2. The Lower East Side Ecology Center works toward a more sustainable New York City by providing community-based recycling and composting programs, developing local stewardship of green space, and increasing community awareness, involvement and youth development through environmental education programs. We look forward to partnering with LES Ecology to design curriculum for use during our regular week-long wilderness retreats staggered throughout the year, and to give our students the opportunity to participate in volunteer stewardship and sustainability projects.

SUPPORT FROM SCHOOL LEADERS IN OUR PROPOSED DISTRICTS

We are also especially pleased to be collaborating with New Design High School, a district high school on Grand Street. New Design is a "vigorous life preparatory design high school that empowers students with the skills, tools, and capacities to create attainable life plans...a design for life." We are grateful for the opportunity to learn from the experience of a creatively-fueled learning community that has been evolving and thriving for over ten years in CSD 1. Our meetings with Scott Conti have been inspiring—pushing our thinking around arts-integration, student leadership and school culture. We are in the process of developing a vision for potential collaborations that includes a peer mentoring program with NDHS students mentoring our middle school students, as well as possibilities for shared professional development for our staff and shared arts programming for our students. We are thrilled to be developing this rich partnership with a school leader who is as committed as we are about collaborating across charter-district lines.

In addition to New Design, we have begun building connections with other schools in the neighborhood, including Catholic schools, charter schools and independent schools. Our interactions with school leaders have been uniformly positive.

One Catholic school principal with whom we met expressed his enthusiasm for an academically rigorous and creatively inspiring school to which he may refer local parents, remarking:

> "We are by design a gifted program, so we must take applicants from all five borough based on merit alone. It breaks my heart to turn away so many ambitious young people from this district whose families are looking for alternative options for middle school. You'd be an answer to their prayer."

Our interactions with other charter school leaders and teachers in our proposed districts have also been supportive and positive. Local charter school leaders have expressed interest in our innovative model and acknowledged that there is demand from families for a range of different approaches to ensuring exceptional academic results. All three charter schools in CDS1 are rigorous, but similar to one another in terms of their academic programming. One local charter school teacher remarked:

> "There are students at our school who are frankly not a good fit. The truth is, though, they are better off here than in any of the alternatives. Giving parents more choices in this mico-landscape is a very real need right now."

We are also pleased to count the leadership team of Blue School, an exceptionally creative independent school in Lower Manhattan, as trusted colleagues, supporters and friends. Our founding team members have attended their Teaching Innovation Conference for several years running and have drawn inspiration from countless elements of their model, from their commitment to mindfulness education and social justice to their approach to engaging parents as active contributors to the school's cultural fabric. We have been humbled by their encouragement and support as we move through the design process of our school and look forward to building a collaborative relationship in the months and years to come.

SUPPORT FROM COMMUNITY LEADERS AND FAMILIES IN OUR PROPOSED DISTRICTS

Many of the community leaders we've come to count on as close collaborators are also residents raising children in CSD 1 or 2. NYCHA Tenants Association President Jacqueline Goodman has been a staunch supporter of our work from early on in the process, including our team in her facility's Family Day celebration last summer (and extending us an invitation this summer as well), introducing us to parents and caregivers, and facilitating connections with other Tenants Association Presidents and community leaders. As a mother of two children who were able to study at independent schools on scholarships as a result of her tireless advocacy, Goodman is passionate about ensuring that all children—even those whose families may be busy making ends meet or overwhelmed with other concerns—have access to a rigorous, creative, high-quality education.

Emily Aldredge, Director of Educational Alliance Art School at the Manny Cantor Center, is another example of a community leader who is also a mother in one of the districts we are proposing to serve. Aldredge responded to our Town Hall interest survey saying, "Thank you, thank you, thank you for taking this tremendous leap. We need you!" She underscored this sentiment in her response to our online petition, stating simply, "We need this in our community."

We have been particularly grateful to build strong connections with local parents who firmly believe in our vision and are also active parent volunteers in the district schools their children attend. These parent supporters have invited us into their schools for PTA meetings, introduced us to fellow parents, posted on listservs on our behalf and proven willing to stand with us in support of our vision, sometimes in the face of questions and challenges from other parents or stakeholders who may not be supportive of the charter movement in general.

STRATEGIES FOR BUILDING STRONG RELATIONSHIPS WITH OUR DISTRICT

Over the course of the last year and a half, we have worked hard to build strong, honest relationships with families and stakeholders in our district. We have participated in cultural events like LES1 Family Day and youth theater programming at Abrons Arts Center, we've contributed to a focus group at The Loisaida Center and attended multiple meetings of the Lower East Side Community Partnership. We've visited and corresponded with our Community Education Council (CEC) presidents and presented at CEC meetings for both districts, and hosted many creative events and focus groups for educators, families and students.

Our outreach to politicians and elected officials has been purposeful, collegial and transparent. While we are mindful that many of the politicians and elected officials in our proposed districts may have misgivings about the charter movement, we have been heartened by the time they have taken to meet with us, listen to our plans, and engage with us.

We've had a number of friendly, productive meetings and phone calls with Shino Takanawa, Community Education Council (CEC) President for CSD 2. Ms. Takanawa has generously shared her thoughts about potential opportunities for charter-district partnerships in CSD 2 and has offered to connect us, upon authorization of our charter, with district schools who may be interested in collaborating.

We also appreciate that feedback from politicians and elected officials can play a critical role in pushing our thinking and forcing us to dig more deeply into our assumptions. Such has been the case with respect to our interactions with CSD 1 Community Education Council President Lisa Donlan. In our personal meetings and email correspondence Ms. Donlan has shared concerns with us that have prompted us to deepen our research and engage more fully in complex issues. We have communicated our gratitude in person as well as in detailed, respectful email responses (included in R03G – Evidence of Outreach) and hope we can develop a collaborative working relationship as this process unfolds.

In light of our meetings and conversations with stakeholders in our proposed districts, and the many respectful and positive partnerships we have built so far, we believe that

we will be successful in maintaining positive relationships with the district schools in the neighborhoods we wish to serve. City School of the Arts will continually engage with the community during the full course of our application process and beyond, so that we may identify potential challenges, and seek solutions collaboratively.

SHARING INNOVATIONS AND BEST PRACTICES

We already have plans to build a partnership with our colleagues at New Design High School, potentially creating a peer mentoring program for our students, participating in shared arts programing and/or designing opportunities for our teachers to learn from each other. More broadly, we look forward to establishing an open-door policy from our very first day of operation, welcoming visitors to our school and developing symbiotic relationships with our neighbors and community members right from the start. We know we have a great deal to learn from the school leaders, teachers and families in our proposed districts and we are eager to continue to build these powerful connections.

Once we have taken some time to settle into the neighborhood, we hope to begin collaborating through informal opportunities for sharing, such as shared arts programming during the winter holiday season or casual gatherings of teachers for shared meals and discussion on a topic of mutual interest. We are also interested in spreading the word about professional opportunities that have proven enriching for us as educators, particularly the Blue School Education Innovation Conference and the excellent seminars facilitated by The Academy for Teachers, both of which are local and relatively low-cost for district schools.

We are confident that our rigorous interdisciplinary curriculum and arts-infused teaching methodologies will provide multiple engaging points of entry for students with a range of diverse learning needs, scaffolded support for those performing below grade level and accelerated learning opportunities for those thriving—ultimately yielding substantial growth and high academic outcomes. As noted in R01-Community Need and Proposed School Impact, the average percent proficiency in ELA, as calculated in reference to the Middle School Options in CSD 1, is 28%, and 47% in CSD 2. A similar calculation in math proficiency yields an average of 30% proficiency in CSD 1 and 55% in CSD 2[1]. We expect that as our work with students unfolds we will see gains in their skills, knowledge and competencies that will be reflected across multiple measures of assessment, including test scores for Math and ELA. Should our data reflect the growth we are expecting, we would be grateful for the opportunity to share our work with neighboring schools. In time, as our capacity grows and our relationships develop organically with schools in our district, we would be pleased to participate in formalize collaborations through the New York City Charter School Program Dissemination Grant or other similar initiatives.

[1] The New York State District Report Card, Accountability and Overview Report, 2014

We are also eager to share our work in two particular areas as we grow as a school: The Parent/Teacher Home Visit Project (PTHVP) and our work with The Yellin Center for Mind, Brain and Education.

- **The Parent/Teacher Home Visit Project (PTHVP)** As part of our Summer Institute, City School of the Arts teachers will be trained by a team from PTHVP, a research-based model of family engagement that supports teachers in the practice of conducting school visits and leveraging strong relationships to build trust and respect between families and school staff. Increasing personal and professional capacity by instilling cultural competency has been shown to increase student attendance and test scores and decrease detention, suspension, and vandalism rates. In partnership with the developers of the PTHVP, we have proposed to pilot this program for the first year and then partner with a neighboring district school to split the cost of the training the following year, making this powerful work accessible to a school that might otherwise not be able to afford it and establishing a context for shared work with the families in our district.
- **The Yellin Center for Mind, Brain and Education** We are very excited to be partnering with Dr. Paul Yellin, developer of an approach which combines the latest research in neuroscience, developments in education, and clinical care *of the whole individual* to provide advanced understanding of a student's actual "mind in motion." Dr. Yellin and his associates will train our teachers in the Center's unique multi-disciplinary approach to assessing and teaching students with learning differences, and to support them as they develop the metacognitive awareness to identify their own learning strengths and challenges. Motivated by a desire to share this work as widely as possible, Dr. Yellin has committed to helping us find high-impact, low-cost methods for disseminating this work and these trainings with our colleagues in the district.

Through honest conversation, willingness to engage transparently with all stakeholders should challenges arise, and strong intentions to collaborate, we hope to maintain positive and mutually beneficial relationships with neighboring schools and all community members, families and students in our proposed districts.

R15C- EVIDENCE OF STUDENT DEMAND

The evidence below is representative of the demand for our school as expressed by parents and stakeholders in the community.

Emails from parents in CSD1 requesting entrance to our program for their students (both entering 6th grade in 2016):

Re: My daughter would like to join your program Inbox x

yelena futeran [redacted] 9/26/14

to City

Good morning Kate,
Thank you so much for your response.

My daughter loves theater, dance, arts, acting. [redacted] she is learning how to play the trumpet. Also, she attends the Brooklyn Academy of Music summer theater programs and she dances. She has learning difficulties in school due to a learning disability, so naturally she gravitates to the arts :).

Please keep me posted.

All the best,
yelena

City Arts Academy <cityartsacademy@gmail.com> Mar 11

to me

---------- Forwarded message ----------
From: **felicia williams** <[redacted]
Date: Tue, Sep 2, 2014 at 1:14 PM
Subject: Felicia
To: cityartsacademy@gmail.com

Good afternoon I would like to sign up my son [redacted] up for the City Arts Academy. If you have any further questions please contact me at [redacted] and my e-mail address is [redacted]

Emails from CSD2 mother (and artist) describing need for high quality Middle School in East Village/ Lower East Side neighborhoods

From: A Pal <[redacted]
Date: April 14, 2014 at 9:23:13 PM EDT
To: Geoffrey Kiorpes <[redacted]
Subject: Re: Hey Paly

If I said District 2, I misspoke. We looked at this school when we were looking for a kindergarten for Ruby and were absolutely APPALLED by the school she was zoned for, PS 140.

I will tell you the one thing that all parents are SCREAMING for down here, what doesn't exist and what people need immediately, and that's a decent Middle School. Everyone wants Tompkins Square Middle School, in the Earth School building, but there is limited space. People are freaking out.

I'm going to put you in touch with Marnie Joyce. She's a great resource for you as both a mother and a community person who gets things done.

xox
Paly

From: A Pal [redacted]
To: Geoffrey Kiorpes <[redacted] Marnie& Maya <[redacted]
Sent: Tuesday, April 15, 2014 8:55 AM
Subject: Geoff & Marnie

Dear Geoff and Marnie,
You know each other, of course, but this is a new endeavor that you can help each other out on that will also LIFT downtown in unseen and amazing ways!

Marnie, Geoff has been teaching music to kids in school for 12 years. He wants to open a new charter school with an academic friend, downtown here in District 1 where it's sorely needed.

Geoff, Marnie knows so much about schools, the community, the parent bodies, what works and what doesn't. She is an invaluable resource and can hook you up with other moms in helping to enumerate the program that's really missing here.

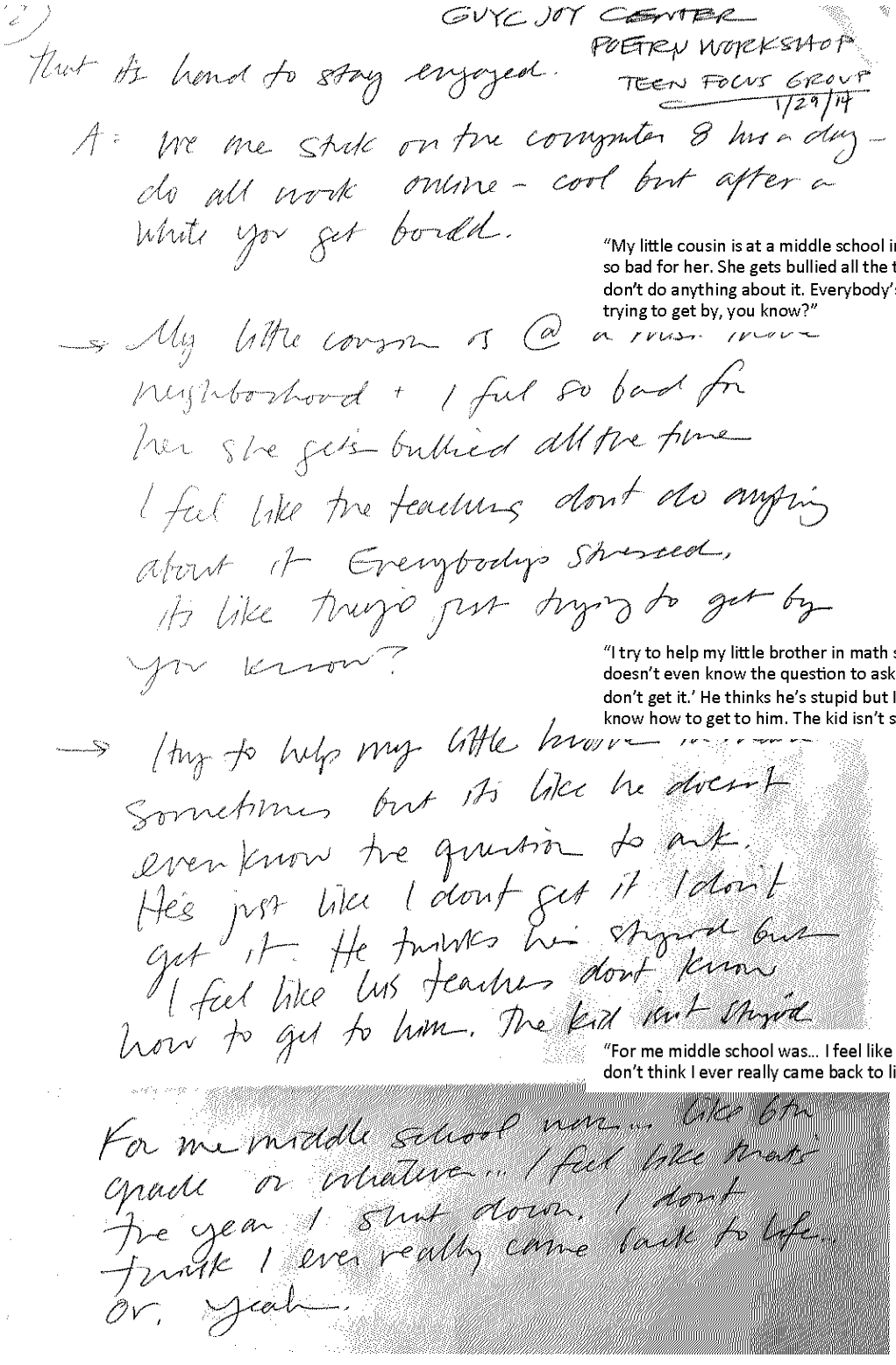
For one thing, there for sure are not enough Middle School options!

Anyway, you should talk. Geoff can outline his whole plan so far and I know you can be of great service to each other. Marnie is also a fantastic organizer and planner - she was a well-regarded stage manager before having kids derailed that particular track. She could be an asset in your future school!

Good luck, Team. Go get 'em.

Reflections on Need for Better Local Middle School Options from Teen Participants at Focus Group Following Poetry Workshop at Poetry Workshop GVYC J.O.Y. Center/ NYCHA LES1 - 1/2914

(Meeting notes – K. Quarfordt)



"My little cousin is at a middle school in the neighborhood and I feel so bad for her. She gets bullied all the time. I feel like the teachers don't do anything about it. Everybody's stressed, it's like they're just trying to get by, you know?"

"I try to help my little brother in math sometimes but it's like he doesn't even know the question to ask. He's just like 'I don't get it I don't get it.' He thinks he's stupid but I feel like his teachers don't know how to get to him. The kid isn't stupid."

"For me middle school was... I feel like that's the year I shut down. I don't think I ever really came back to life, or... Yeah."

Email exchange from mother in CSD 1 describing her concerns regarding local middle school options and her belief that our school can meet need

Thank you

Inbox x

Clare Rhodes <[redacted] Mar 19

to me

Hi Kate,
I wanted to thank you for last night, I left feeling inspired and hopefull. For some reason, I have such a fear of Middle School, but last night the magic and words resinated so much. I had a lovely time talking to you both and to hear that academics are also very important was a relief... almost to good to be true.

I had had [redacted] parent conference, his teacher is very dedicated and we are at a progressive school. We both believe [redacted] to be very smart but he is one of the youngest in his year and definitely has trouble staying focused. We were discussing ways that we could help him in class and at home. So as you can imagine last night was very encouraging and reassuring to me, knowing there might be a place for him where his intelligence and love of arts and nature can meet and grow together - WOW!

I really believe in your hopes and dreams, if this can happen I truly believe you will have a strong following. I am excited to hear more, to share it with my community and to support you in anyway I can.

Please keep me posted in all developments.
Good luck with all that is to come.
Clare

Clare Rhodes

CLARE RHODES FERRANTE <[redacted] Mar 19

to me

Now I have tears! Enjoy pressing send!

Sent from my iPhone

On Mar 19, 2015, at 6:50 PM, Kate Quarfordt [redacted] wrote:

> Clare,
>
> I'll be brief: my team and I are sitting here having just read your email with tears in our eyes. We have been working around the clock and preparing to hit "send" on our application tomorrow after so many years of envisioning this and working towards this dream for so long... It gives us goosebumps to know that there are families like yours who believe in it too.
>
> As soon as we've got the application in I'll reach back out... We are so looking forward to staying connected. Thank you for bringing your energy and questions, and for writing this beautiful note.
>
> Our love to you, and to [redacted]
>
> K

Emails from CSD 1 and 2 parent expressing demand for high quality middle schools in their districts

From: **Diana Projansky** <[redacted]
Date: Tue, Mar 3, 2015 at 10:00 PM
Subject: Re: hi lovely
To: Kate Quarfordt <[redacted]Jessamyn Hatcher
[redacted]

Hi Kate,

So happy to be connected to you too!

I can not tell you how much the East Village and the Lower East side needs good middle schools. If you can push the initiative through, you're going to be in high demand. Kids are staggering through Tompkins and East Side Community and simply waiting for their lives to start again once they get to high school. Given how hard it is just to be alive at that age, this is a terrible tragedy. You may meet some resistance as I know there are many voices in District One who are determined to silence the charter school movement, but I am sure you are prepared for that. The approach you describe below is exactly what is needed around here.

PS11 PTA Community Programs <ps11ptaprograms@gmail.com> Mar 18

to me

Hi Kate,
I have yet to meet a parent who is not concerned with the middle school prospects. We all love PS 11 but, as I'm sure you are aware middle school poses a challenge to New York City. It sounds like your boards the right direction with the new charter school. I would love to provide you with any information I can and will also ask some of the fellow PS 11 parents. Unfortunately, I already have plans for this evening and won't be able to make the meeting. I'm happy to connect sometime next week.
Good luck at tonight's event,
Corinne

Examples of **recent** survey responses from parents expressing interest in enrolling

#28



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, July 22, 2015 12:27:49 PM
Last Modified: Wednesday, July 22, 2015 12:30:36 PM
Time Spent: 00:02:46
IP Address: 72.226.81.142

PAGE 1

Q1: **Address**	
Name	Ricardo Brunstein
Address	[redacted]
City / Town	Sunnyside
State / Province	NY
ZIP / Postal Coce	11104
Country	USA
Email	[redacted]
Phone	
Q2: **In what grade is your child currently enrolled?**	4th grade
Q3: **In which borough do you live?**	Queens
Q4: **In which school district do you live? (e.g.: CSD 1)**	Long Island City
Q5: **Would you enter your child's name in the lottery to enroll in New York City Charter School of the Arts in Fall 2016?**	YES
Q6: **Optional: Why are you interested in enrolling your student in an arts-based Charter School in Lower Manhattan?**	Fundamental education tool
Q7: **Do you have any additional feedback or ideas for us? Share here!**	Of utmost importance

Examples of **recent** survey responses from parents expressing interest in enrolling

#25



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, July 21, 2015 1:19:11 PM
Last Modified: Tuesday, July 21, 2015 1:24:02 PM
Time Spent: 00:04:50
IP Address: 99.40.2.148

PAGE 1

Q1: **Address**	
Name	Jeff hettinger
Address	[redacted]
Address 2	[redacted]
City / Town	New York
State / Province	NY
ZIP / Postal Code	94590
Country	Usa
Email	
Phone	[redacted]
Q2: **In what grade is your child currently enrolled?**	4th grade
Q3: **In which borough do you live?**	Manhattan
Q4: In which school district do you live? (e.g.: CSD 1)	*Respondent skipped this question*
Q5: **Would you enter your child's name in the lottery to enroll in New York City Charter School of the Arts in Fall 2016?**	YES
Q6: **Optional: Why are you interested in enrolling your student in an arts-based Charter School in Lower Manhattan?**	Quality
Q7: Do you have any additional feedback or ideas for us? Share here!	*Respondent skipped this question*

Examples of **recent** survey responses from parents expressing interest in enrolling

#25



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, July 21, 2015 1:19:11 PM
Last Modified: Tuesday, July 21, 2015 1:24:02 PM
Time Spent: 00:04:50
IP Address: 99.40.2.148

PAGE 1

Q1: **Address**	
Name	Jeff hettinger
Address	[redacted]
Address 2	[redacted]
City / Town	New York
State / Province	NY
ZIP / Postal Code	94590
Country	Usa
Email	[redacted]
Phone	
Q2: **In what grade is your child currently enrolled?**	4th grade
Q3: **In which borough do you live?**	Manhattan
Q4: In which school district do you live? (e.g.: CSD 1)	*Respondent skipped this question*
Q5: **Would you enter your child's name in the lottery to enroll in New York City Charter School of the Arts in Fall 2016?**	YES
Q6: **Optional: Why are you interested in enrolling your student in an arts-based Charter School in Lower Manhattan?**	Quality
Q7: Do you have any additional feedback or ideas for us? Share here!	*Respondent skipped this question*

Examples of **recent** survey responses from parents expressing interest in enrolling

#23



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, July 21, 2015 8:13:02 AM
Last Modified: Tuesday, July 21, 2015 8:16:35 AM
Time Spent: 00:03:33
IP Address: 47.20.81.23

PAGE 1

Q1: **Address**

Name	Aimee Tarr
Address	[redacted]
Address 2	[redacted]
City / Town	Bronx
State / Province	NY
ZIP / Postal Code	10471
Country	USA
Email	
Phone	[redacted]

Q2: **In what grade is your child currently enrolled?**	5th grade
Q3: **In which borough do you live?**	The Bronx
Q4: **In which school district do you live? (e.g.: CSD 1)**	BX 10
Q5: **Would you enter your child's name in the lottery to enroll in New York City Charter School of the Arts in Fall 2016?**	YES
Q6: **Optional: Why are you interested in enrolling your student in an arts-based Charter School in Lower Manhattan?**	I want to support my son's passion for the arts and I am willing to travel outside of our neighborhood to make it happen.
Q7: **Do you have any additional feedback or ideas for us? Share here!**	Please keep me informed about academic rigor and the application process.

Examples of **recent** survey responses from parents expressing interest in enrolling

#31



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, July 23, 2015 8:22:25 AM
Last Modified: Thursday, July 23, 2015 8:26:21 AM
Time Spent: 00:03:55
IP Address: 68.173.38.95

PAGE 1

Q1: **Address**

Name	Mo Stipisic
Address	[redacted]
Address 2	
City / Town	NYC
State / Province	NY
ZIP / Postal Code	10010
Country	USA
Email	[redacted]
Phone	

Q2: In what grade is your child currently enrolled?	*Respondent skipped this question*
Q3: **In which borough do you live?**	Manhattan
Q4: **In which school district do you live? (e.g.: CSD 1)**	CSD2
Q5: **Would you enter your child's name in the lottery to enroll in New York City Charter School of the Arts in Fall 2016?**	YES
Q6: **Optional: Why are you interested in enrolling your student in an arts-based Charter School in Lower Manhattan?**	Good school & child loves art
Q7: Do you have any additional feedback or ideas for us? Share here!	*Respondent skipped this question*

R15d. Community Support

In our commitment to ensuring that the design process of our school has been transparent and collaborative, we have spent the last year and a half forging strong, collaborative, respectful relationships with a range of local stakeholders on the Lower East Side. We have hosted large creative gatherings that have doubled as focus groups, gathering feedback on our school design in an intimate, communal setting from hundreds of local educators, parents, and community stakeholders. Sometimes the support of the young people and family members with whom we meet is so intense it can be overwhelming to witness; not infrequently mothers and fathers get tears in their eyes as they talk about the need in their neighborhood for a school like ours, the dreams they hold onto when they think about what is possible for their children's futures, and their belief in the potential of a school like ours to make those futures possible. We have been especially moved to receive support in the form of energizing emails, introductions to district school leaders, and offers to post our outreach materials on listservs from parents whose children are either too young or too old to attend our school. The selflessness of their expressions of support has been galvanizing to our team.

Producing youth poetry workshops in local public housing developments, and inviting young people to attend our weekly focus groups with their families has been a tremendous way to tap into the natural passions and spirit of the middle and high school students in the community. We've seen students who say they self-identify as "quiet in school" suddenly come alive and find their voices when they are given the chance to testify about what their ideal school would look and feel like. It has been an honor to witness the stories they've shared and the visions they have offered in support of City School of the Arts.

Finally, we have been so heartened by the support shared by community members, families and parents in the form of emails, petition comments and survey responses. Many of these supportive emails are documented in r14 – District Relations, R15c – Evidence of Demand and others in 3(c) – Community Outreach and Response 3(g) – Outreach Evidence. A sampling of other supportive responses and comments follow:

> In a recent email to the full membership of the Lower East Side Community Partnership, an organizations we deeply admire and respect, Senior Community Representative and Community Representative Liason Aubrey LeGrier refered to our school as "unique, community-minded and innovative" and wrote, "I am really impressed by their vision and by their passion for creating such a learning community right in our front yard."

> After a long meeting with two City School of the Arts Co-Founders, Matthew Phifer of Henry Street Settlement said that it was wonderful to meet us. "It seems like our missions are aligned," he wrote.

Eileen Johnson, a beloved fixture in the community and director of Little Missionaries Day Nursery, wrote after meeting with Co-Founder Kate Quarfordt, "This is a wonderful project and I am keeping my fingers crossed for you…"

In addition to supportive emails such as these, our online petition has also been the source of a swell of support. Stand-outs among the many positive comments (documented further in R15e-Evidence of Community Support) are those expressions of support that come directly from members of the neighborhood we wish to serve. A sampling follows:

"As a resident of the East Village I believe that the New York City Charter School of the Arts would be a fantastic addition to, and a representation of, our vibrant neighborhood."

–Tripp Cowin

"Arts programs are important! As someone who was heavily into the arts and grew up in Chinatown, I can say that Lower Manhattan needs an institution like this. You have 100% of my support!"

–Victoria Chan

"The Lower East Side can use more schools and dedicated educators." – Betty

"The Lower East Side needs better schools and New York City needs arts education. This is a win-win."

–Kristin Ellington

We are also please to have enlisted the support of a wide range of Community Based Organizations (CBOs) that serve thousands of local families and represent a broad network of connection in the community. A complete list of those organizations who have written us letters of support are as follows:

- Education Alliance Art School
- Girls and Boys Projects
- Roberto Napoleon, NYCHA Resident Association President, Baruch Houses
- Little Missionaries Day Nursery
- Henry Street Settlement
- CITYarts
- The Future Project
- The Academy for Teachers

Further support comes in the form of letters from our formal partners (included in R12b – Partner Commitment).

- The Juilliard School
- Camp Vacamas
- The Fieldston School for Ethical Culture
- The Yellin Center for Mind, Brain and Education
- The Loisaida Center
- The Lower East Side Ecology Center

Furthermore, a number of individual community members have written letters of support on our behalf. These supporters include a local retired arts educator who has dedicated her career to educating children through the arts on the Lower East Side, a local innovator and LES Resident Peter Knock, a mother named Willow who is raising four children in CSD1 and another mother (and artist) named Alyson who is raising her family in CSD2.

- Katha Cato, Arts Educator formerly of Henry Street Settlement
- Local Resident and Entrepreneur Peter Knocke
- CSD1 Mother Willow Joffee
- CSD2 Mother (and artist) Alyson Palmer

SUPPORT AND OPPOSITION

We knew early on in our planning process that we might face some degree of pushback from certain elected officials and stakeholders in the community, particularly in CSD 1, who take a generally critical view of the way the school reform movement has played out thus far. One of our staunch parent supporters summarized this stance as follows:

> "So the impression of charter schools in district 1 is this: they're taking our already precious space, and because they bring outside money, they always win. They're using DOE funding that should be going to all children, but instead they are selecting out kids

> with major IEPs (non-district 75) and ELL students. Also, the unsaid prejudice is that they are automaton factories, tricking low-income families into thinking they are offering a guarantee of academic success, but in reality having higher suspension rates and expulsion rates than public schools, plus the dearth of ELL and IEP students, in essence falsifying their statistics. They are perceived as being test-driven schools that focus only on the academic experience, not a model of whole-child education. District 1 parents also have a history of being activists and anarchists, so anything that flirts with for-profit education is going to meet great resistance. So that's the prejudice you're up against."

While this description paints a picture that might seem dire, the email then switches tone and ends on a far more optimistic note:

> "That said," she wrote, "I know I (though deeply involved in the public school system as a parent and volunteer) would be THRILLED to send my kid to your school — as you've described it to me — and if you can find the way to get your message across, i think you should find yourself with a good amount of support."

The landscape described in the email above has provided useful context for us as we navigate the process of meeting and corresponding with politicians and elected officials.

As indicated in R03c – Community Outreach and in R14 – District Relations, we have been thorough in our approach to connecting with politicians and elected officials.

We have also met with a number of other politicians, including Senator Daniel Squadron, Assemblywoman Deborah Glick, and Manhattan Borough President Gale Brewer. As outlined in R3c – Community Outreach, none of these politicians offered explicit endorsements or support of our plans. That said, each one had supportive comments to offer. Senator Squadrom commented that there was "nothing not to like" about our intended school model. Assemblywoman Glick praised our focus on arts integration and our commitment to being an independent, stand-alone school. And Gale Brewer, while she expressed disapproval of our choice to pursue a charter, was so complimentary of our model that toward the end of our conversation she mentioned that she was trying to open a district middle school in Lower Manhattan and thought we would be great potential collaborators.

We have met with our Community Education Council (CEC) Presidents multiple times in both districts, and presented our plans for City School of the Arts at the CEC board meetings for both CSDs 1 and 2. Questions and feedback generated in these forums and throughout these correspondences have directly shaped our thinking around many elements of our proposal, from our approach to recruiting for diversity to our ideas around charter-district partnerships. Our interactions with Ms. Takanawa, the CEC President for District 2, have been uniformly friendly and collegial. Exchanges with Ms. Donlan, the CSD1 CEC President, have been underscored with more

tension. Throughout our exchanges, we have continue to respond with detailed, respectful acknowledgement. It is not lipservice to say that Ms. Donlan's feedback has been useful in challenging us to think more deeply about the complex issues we are grappling with. We are hopeful we can find our way to a constructive and collaborative relationship with the CEC in District 1 in the future.

As we navigate this complicated landscape, we have been grateful to receive support from those parents who have been willing to stand in solidarity with us. As one of our supporters—who makes clear that she herself has reservations about charters—wrote,

> "well, listen. any time it would be helpful, call on me. I am happy to make an appearance as a die-hard public school-supporting parent (with the NYC DOE volunteer credentials to prove it) speaking on behalf of your project. i can explain how not one public school in D1 — or anywhere in the city — will hire me as an arts educator despite my qualification and experience, and so I end up doing it, for free — because otherwise our "successful arts programs" wouldn't have anyone doing it at all! I can also take on the criticism of charters head-on. and, without question *I* know the community and the kids! I've been living in this neighborhood for 18 years and have been raising kids here for more than half of that time."

And as another mother from CSD1 shared,

> "You may meet some resistance as I know there are many voices in District One who are deter mined to silence the charter school movement, but I am sure you are prepared for that. The approach you describe below is exactly what is needed around here."

R15e - EVIDENCE OF COMMUNITY SUPPORT

The evidence below represents a sampling of expressions of support received from community members in the form of:

1. Supportive emails from community members and families

2. Emails from community members acknowledging potential opposition and countering them with messages of support

3. Supportive comments from local stakeholders submitted in response to our online petition

4. Supportive comments in response to our Indication of Interest/Intent to Enroll survey

5. Letters of support from parents and community based organizations

Emails from local community leaders expressing mission alignment, support and offers to help, cont'd

[redacted] Mar 4

to geoffreykiorpes. me

Thanks! this is a wonderful project and I am keeping my fingers crossed for you as you swim through the network of red tape!

Emails from local community leaders who eventually became more formalized collaborators. (Their letters of support/terms of partnership are included in R12)

From: **Dan Tainow** <[redacted]
Date: Fri, Jan 9, 2015 at 1:28 PM
Subject: Re: Thank you from City School of the Arts!
To: Kate Quarfordt <[redacted]
Cc: [redacted] Jamie Davidson <[redacted] Geoffrey Kiorpes
[redacted]

Great to meet with you too Kate and Alejandro, and nice to emeet Jamie and Geoffrey,

I would be happy to meet in February to develop the partnership further. I forgot to mention also, that my wife is a teacher on the Lower East Side and we live here too, so we would be interested in being involved in your school outside of work. You can contact me at my home email [redacted] if there is anything we can do as community members or connected educators to help.

We do not have much going on at the center for the winter, but starting in May we have weekend open hours in the education center, and that could be an opportunity to have you all do an arts based workshop and introduce yourselves to some neighbors.

That is a great idea to collaborate with Loomstate on uniforms. I know Annie through Surfrider Foundation and Loomstate/Rogan have worked with us on neighborhood tours and a rain garden build. Her contact is Annie McBride [redacted]

Dan

Daniel Tainow
Education Director
Lower East Side Ecology Center
PO Box 20488
New York, NY 10009

Paul Yellin <[redacted] 6/6/14
to me

Hi Kate,

I don't have Geoffrey or Jamie's email, so please tell them how much I enjoyed meeting them. I love what you are trying to do-and would love to think of ways that I can help. I also reached out to Kim and expect to do something with her. Looking forward to continuing the conversation.

Good luck in moving things forward.

Warmly,
Paul

PAUL B. YELLIN, M.D., F.A.A.P.

Director The Yellin Center for Mind, Brain, and Education
Associate Professor of Pediatrics, NYU School of Medicine

Supportive comments from local stakeholders submitted via our online petition

Victoria Chan NEW YORK, NY 6 months ago · Liked 0

Arts programs are important! As someone who was heavily into the arts and grew up in Chinatown, I can say that Lower Manhattan needs an institution like this! You have 100% of my support! !

Thomas Sosa BRONX, NY 6 months ago · Liked 0

Our future scientists will be artists as well.

Kristin Ellington NEW YORK, NY 6 months ago · Liked 0

The Lower East Side needs better schools and New York City needs arts education. This is a win-win.

Lisa Lopez BROOKLYN, NY 6 months ago · Liked 0

Because I believe every child deserves to experience art and not only academics.

Tulio Browning PLYMOUTH, VT 6 months ago · Liked 0

I have met the organizers and was impressed with their vision, capacity and committment.

Betty Rules NEW YORK, NY 6 months ago · Liked 0

The Lower East Side can use more schools and dedicated educators.

Supportive comments from local stakeholders submitted via our online petition

robert watson NEW YORK, NY 6 months ago · Liked 0

as a public school teacher, I support a charter school, especially one with a focus on the arts

Trip Cowin NEW YORK, NY 6 months ago · Liked 0

I believe in the school's vision, and I believe in Jamie. As a resident of the East Village I believe that the New York City Charter School of the Arts would be a fantastic addition to, and a representation of, our vibrant neighborhood.

Emily Aldredge NEW YORK, NY 6 months ago · Liked 0

We need this in our community!

Selena Daniels ASTORIA, NY 6 months ago · Liked 0

We need more charter schools in New York City that can strike a balance between rigorous academic achievement and creative expression, both are equally important in nurturing the whole child.

Lindsay Fram BROOKLYN, NY 6 months ago · Liked 0

I believe in free, progressive, arts based education and have seen the benefits to kids who struggle in more traditional academic environments.

John Pettinato BROOKLYN, NY 6 months ago ·

I am signing because I met the creators of the vision for this school and their dedication to the mission is palpable.

Supportive comments from local stakeholders submitted via our online petition

Zaid Mohammed CRESSKILL, NJ 6 months ago · Liked 0

I have worked with each of the founders and can attest to their unflagging commitment to educating the young people of NYC.

Christine Inserra NEW YORK, NY 6 months ago · Liked 1

I believe wholeheartedly in the mission of this school and the committment, dedication and creative talent of the teachers founding this school. It's so rare to see a charter school with this kind of learning objective - articulating the necessity to fit the arts into a school's educational landscape in a balanced way. In this setting, rigor and creativity can co-exist peacefully, thus setting up students to be more successful and well-rounded individuals.

Charles Miller NEW YORK, NY 6 months ago · Liked 2

I believe this arts-based school can serve a high-achieving population of young learners that otherwise has limited options in one of the most creative cities in the world.

Mary Cirella NEW YORK, NY 6 months ago · Liked 0

I believe in the mission of New York City Charter School of the Arts and the opportunity of school choice.

Sarah Needham NEW YORK, NY 6 months ago · Liked 0

City School of the Arts places the arts where they deserve to be and will change many young lives.

Supportive comments from local stakeholders submitted via our online petition

Sharon Collins BRONX, NY 6 months ago · Liked 0

We need more progressive public schools in NYC.

Eden Hammond NEW YORK, NY 6 months ago · Liked 0

New York City Charter School of the Arts will help change the fabric of education in New York City, touch every family that walks through it's doors and enrich our community.

Joshua Vargas BRONX, NY 6 months ago · Liked 0

I'm signing because of the simple necessity for the arts in public schools. I also deeply believe in the wonderful people who have decided to undertake such an important and noble challenge.

Majella O'Brien Gallant OYSTER POND., NY 6 months ago · Liked 0

I have known Dr Kiorpes in excess of 25 years. He is a man of integrity, deliberation and dignity. I have witnessed his giving heart and unbridled spirit on so many levels through many eras of trial and suffering and joy. This is his calling. This is the community's gift from the universe.

Tieste Felder NEW YORK, NY 6 months ago · Liked 0

I believe in these teachers and the arts have helped my son be the person he is.

Supportive comments from local stakeholders submitted via our online petition

Taneya Waithe BRONX, NY 6 months ago · Liked 0

I admire the vision and passion of these three educators. Ms. Q and Dr. Kiorpes are a dynamic duo; both skilled and exceptionally creative in their fields. Together they will form a institution of visionaries and creators who will have the opportunity to learn and express themselves via an arts based curriculum. Art is platform for expression and can be used as a creative medium for learning. I support the arts and would love to see this vision flourish.

Abena Koomson NEW YORK, NY 6 months ago · Liked 0

I am signing this petition because I believe that middle and high school students in New York City are deserving of every opportunity to be educated in a way that taps into the diversity of their competencies & interests, and supports their academic, social and artistic growth.

John FitzGibbon NEW YORK, NY 6 months ago · Liked 0

It would be good to have an art-focused school for children in that age bracket.

Gary Riotto NEW YORK, NY 6 months ago · Liked 0

I am an actor, director and writer that has worked with inner city youth for over 20 years. I fully understand the impact (creatively, educationally and personally) that a school such as this could have on thousands of young people. We desperately need not only learning approaches and schools such as this, but also teachers and administrators like the team spearheading New York City Charter School of the Arts.

Supportive comments from New York residents submitted via our online petition

ray sysko NEW YORK, NY 6 months ago · Liked 0

Arts education develops skills in a way that common core subjects just cannot. Improved motor skills, language development, decision making, visual learning, inventiveness, cultural awareness and improved academic performance among them. Students with arts education are more likely to read for pleasure, be recognized for academic achievement, participate in science and math fairs and perform community service. Students who have high levels of art learning experience earn higher grades and score better on standardized tests.

Anne Isaak NEW YORK, NY 6 months ago · Liked 0

I love the energy and ideas presented in this letter and the journal, the breadth of inquiry, openness to the real world. So relieved their are people who are working to make this educational vision happen. What every community needs!! Thank you!!

DANIEL B CARLTON BROOKLYN, NY 6 months ago · Liked 0

The charter movement holds promise, and is not going away. Our best hope for ensuring it delivers on that promise is to support teams and visions like this.

Email exchange between Kate Quarfordt and CSD1 mother who believes City School of the Arts will be successful despite potential opposition from certain community members

thank you Inbox x

Kate Quarfordt <[redacted] Mar 10

to Diana

Hi Diana,

I just wanted to drop you a quick line to say thanks for helping to spread the word about our school. I visited a PTA meeting at the Neighborhood School last week with a friend of mine whose son attends... He was running a bit late that morning and texted to say I should just go in and ask for Harvey. Well, I can't tell you how nice it was to introduce myself, see Harvey's eyes flicker with recognition and then trace backwards with him and discover that he'd gotten an email from you about us.

It was a small moment, but a special one. As you smartly pointed out, the charter school space can be a tricky one, and it doesn't matter how different we are from other charters--for some folks it can be a conversation-ender. Harvey strikes me as a naturally kind and wonderful person, so I'm certain he still would have been a gracious host even if I had just staggered in randomly off the street, but that little extra moment of connection meant a lot to me, so I just wanted to say thank you for that. :)

Hope you're having a great day.

Diana Projansky <[redacted] Mar 10

to me

Hi Kate,

Thanks for writing, and it was my pleasure to recommend you and your clearly wonderful school to people. I'm curious to know how the meeting went and if you were able to make some inroads. I love Harvey, and I am sure he was a gracious host indeed, but I did find out (and I was not surprised to learn this) that he and his wife (my sister in law) do not support charter schools. I see a HUGE difference between your school and schools like Kipp and Success Academy, but I know many people are staunch about working within the DOE system. Still, I'm sure you are prepared for this and will successful in the end. And the students and families will be very grateful!

Best,
Diana

Kate Quarfordt <[redacted] Mar 11

to Diana

Hi Diana,

Everyone at the meeting was exceptionally kind. I only spoke for a few moments and some parents were intrigued and came up afterwards to follow up with me, which was great... though it was clear that others were less enthusiastic. I was grateful to be there as the guest of a parent who is a super sweet, well-respected guy... that definitely helped. And as I said, the fact that Harvey had heard about us from you made that dynamic very easeful, though of course I could sense he wasn't a fan of charter schools in general.

There have been--and will doubtless continue to be--tough moments in this process. I'm not by nature an especially thick-skinned person, but I've gotten better at not taking things personally. I really understand where critics are coming from... and to be honest, if I thought we could pull off this vision as a district school I definitely would have wanted to go that route. But meanwhile, it's been so heartening that there are folks who have been willing to go to bat for us in such inspiring ways--and often it's people whose kids are too old or young and aren't even doing it for personal gain. That's been pretty special to witness. (See also: you.)

Keep you posted... Onwards!

Supportive comments collected from online
"Indication of Interest/ Intent to Enroll' Survey

Please note, as these online survey responses were gathered in support of our NYSED application, we include them here only as evidence of general community support, not as explicit evidence of intent to enroll.

Q2: **In what grade is your child currently enrolled?**	4th grade
Q3: **In which borough do you live?**	Manhattan
Q4: **In which school district do you live? (e.g.: CSD 1)**	1
Q5: **Would you enter your child's name in the lottery to enroll in New York City Charter School of the Arts in Fall 2016?**	YES
Q6: **Optional: Why are you interested in enrolling your student in an arts-based Charter School in Lower Manhattan?**	Love the arts and this idea.

Q2: **In what grade is your child currently enrolled?**	3rd grade
Q3: **In which borough do you live?**	Manhattan
Q4: **In which school district do you live? (e.g.: CSD 1)**	district one
Q5: **Would you enter your child's name in the lottery to enroll in New York City Charter School of the Arts in Fall 2016?**	YES
Q6: **Optional: Why are you interested in enrolling your student in an arts-based Charter School in Lower Manhattan?**	I want my child to be a well rounded person and their are not that many good school in the area

Supportive comments collected from online
"Indication of Interest/ Intent to Enroll' Survey

Please note, as these online survey responses were gathered in support of our NYSED application, we include them here only as evidence of general community support, not as explicit evidence of intent to enroll.

Q2: **In what grade is your child currently enrolled?**	4th grade
Q3: **In which borough do you live?**	Manhattan
Q4: **In which school district do you live? (e.g.: CSD 1)**	Manhattan - school district 1
Q5: **Would you enter your child's name in the lottery to enroll in New York City Charter School of the Arts in Fall 2016?**	YES
Q6: **Optional: Why are you interested in enrolling your student in an arts-based Charter School in Lower Manhattan?**	child is interested in arts, lives in District 1

Q2: **In what grade is your child currently enrolled?**	4th grade
Q3: **In which borough do you live?**	Manhattan
Q4: **In which school district do you live? (e.g.: CSD 1)**	1
Q5: **Would you enter your child's name in the lottery to enroll in New York City Charter School of the Arts in Fall 2016?**	YES
Q6: **Optional: Why are you interested in enrolling your student in an arts-based Charter School in Lower Manhattan?**	interested in the arts for her,

Supportive comments collected from online
"Indication of Interest/ Intent to Enroll' Survey

Please note, as these online survey responses were gathered in support of our NYSED application, we include them here only as evidence of general community support, not as explicit evidence of intent to enroll.

Q2: **In what grade is your child currently enrolled?**	2nd grade
Q3: **In which borough do you live?**	Manhattan
Q4: **In which school district do you live? (e.g.: CSD 1)**	CSD 2
Q5: **Would you enter your child's name in the lottery to enroll in New York City Charter School of the Arts in Fall 2016?**	YES
Q6: **Optional: Why are you interested in enrolling your student in an arts-based Charter School in Lower Manhattan?**	A local school with an arts-based curriculum is attractive.

Q2: **In what grade is your child currently enrolled?**	5th grade
Q3: **In which borough do you live?**	The Bronx
Q4: **In which school district do you live? (e.g.: CSD 1)**	9
Q5: **Would you enter your child's name in the lottery to enroll in New York City Charter School of the Arts in Fall 2016?**	YES
Q6: **Optional: Why are you interested in enrolling your student in an arts-based Charter School in Lower Manhattan?**	I know the amazing teacher and what the will be offer my children

LETTERS OF SUPPORT

FROM COMMUNITY ORGANIZATIONS AND LOCAL STAKEHOLDERS

The letters of support that follow represent a range of community organizations and local stakeholders including the following:

- Education Alliance Art School
- Girls and Boys Projects
- Roberto Napoleon, NYCHA Resident Association President, Baruch Houses
- Trinity Lower East Side Lutheran Parish
- Little Missionaries Day Nursery
- Henry Street Settlement
- CITYarts
- The Future Project
- The Academy for Teachers
- Katha Cato, Arts Educator formerly of Henry Street Settlement
- Local Resident and Entrepreneur Peter Knocke
- CSD1 Mother Willow Joffee
- CSD2 Mother (and artist) Alyson Palmer

Additional evidence of community support is represented by letters of support and commitment from the following partner organizations, which are included in R12 – Partner Organizations:

- The Juilliard School
- Camp Vacamas
- The Fieldston School for Ethical Culture
- The Yellin Center for Mind, Brain and Education
- The Loisaida Center
- The Lower East Side Ecology Center

MANNY CANTOR CENTER
197 East Broadway
New York, NY 10002
T 646.395.4280
www.MannyCantor.org
@MannyCantorNYC

Jamie Davidson

Dear Ms. Davidson,

I am writing in enthusiastic support of New York City Charter School of the Arts, the 6th-8th grade arts-based charter school you and your team are proposing to open in 2016 in Lower Manhattan. In my role as Director of the Educational Alliance Art School, based in the Lower East Side, I know how critical a resource an arts-based middle school would provide for our community. With the creative economy increasing – the fastest growing job sector in NYC –the need for critical and creative thinkers in the workplace, and as thriving citizens, is even more imperative. Therefore, we can only benefit from a school that will prepare students for bright futures in creative pursuits in high school, college and beyond.

Having spent the last twenty years providing supplementary arts education programming to children and schools, in urban communities, such as Chicago, Los Angeles, and NYC, I know firsthand that children thrive intellectually and emotionally when the arts are a sustaining factor in their education. Particularly in the middle school and high school environment when students need for connection to the world around them is, in part, defined by visual culture. It is critical that the pedagogy within our schools examines this on a daily basis, so that students have the tools to not only become critical observers of their environment, but reinvent it.

In my conversations with you and co-founder Kate Quarfordt, I have been particularly struck by the spirit of collaboration with which you and your team have approached the process of building City School of the Arts. I especially appreciate the integration of a nature component, which will foster good stewards of our natural world and nurture the whole child. Whether you're facilitating poetry workshops with teens at Lower East Side community centers, hosting focus groups with kids and families, partnering with local arts and ecology organizations or teaming up with district schools in the neighborhood, City School of the Arts is building a reputation as a strong community partner. I am confident that New York City Charter School of the Arts will be a great asset to the young people of Lower Manhattan and I look forward to supporting your work, particularly in the capacity of recruiting potential families.

Sincerely,

Emily Aldredge
Director, Educational Alliance Art School

Educational Alliance

NEW YORK CITY
HOUSING
AUTHORITY

Tuesday, March 10 2015

Chancellor Meryl H. Tisch
New York State Board of Regents
Charter School Office
89 Washington Avenue
Albany, NY 12234

Dear Chancellor Tisch,

I am writing to express my strong support for the proposed New York City Charter School of the Arts in CSD1, where Baruch Houses are located in Lower Manhattan. I believe this school will add significant value to our community because the quality of middle schools is uneven, and a large number of our tenants are presently seeking better middle school options with strong instruction and high quality extra-curriculars. In the time I've spent with the founding time, I have come to believe they can provide this.

I have been the Tenants Association President of Baruch Houses in the Lower East Side of Manhattan since 1985; I have lived in Baruch Houses myself since I was 26. Baruch Houses is the largest NYCHA development in Manhattan, with 17 buildings and over 2,000 residents. Every day, I talk to families and children attending public schools. As a result, I know there is a need for more Middle and High schools in the Lower East Side.

I connected Jamie Davidson with Robin Green, the director of the after-school program run out of our community center, earlier this year so that they could collaborate to identify interested families. I know they have worked closely to begin recruiting families. This is pleasing to me, and I sincerely hope that the excitement generated for this proposal will result in a new excellent school in our neighborhood.

I am impressed by the founding team's motivation and determination to give children of all families — immigrant and low-income students especially — the chance to receive a well-rounded education. Their focus on using art to help children learn is very exciting, and in line with what so many of our families believe in. If you have any questions, please do not hesitate to contact me.

Sincerely,

Roberto Napoleon
Tenants Association President
Baruch Houses, New York City Housing Authority

CITYarts

Since 1968, bringing young people and professional artists together to create Public Art that empowers them and transforms communities locally and around the world

Jamie Davidson
City Charter School of the Arts

Dear Jamie,

Congratulations for your persistent work on your goal to establish a charter school of the arts. We feel it is extremely important to have kids grow up with creative thinking that can lead them to become responsible and productive people with a sense of accomplishment. We greatly look forward to seeing the school open and kick off your dreams and big ideas. CITYarts would very much like to collaborate with you on a mural or mosaic based on students' ideas, and created by students lead by a CITYarts professional artist. All of that is of course pending successful fundraising that the school and CITYarts can collaborate on as well. Congratulations again. We look forward to working with you.

Warm regards,

Tsipi Ben-Haim
Exectuive and Creative Director

BOARD OF DIRECTORS

CARRIE H. COHEN
CHAIRPERSON

BERNADETTE LONGFORD
TREASURER

CHERYL WOLF
SECRETARY

VERA SUNG

AMNON BAR-TUR

IRENE MINKOFF

DEMIAN REIDER

KRISTYN NOETH

KIRA CHAPPELLE

AMY MCANENY

TSIPI BEN-HAIM
EXECUTIVE & ARTISTIC DIRECTOR

BOARD OF ADVISORS

SAM AUGUST

SUSAN BRUNDAGE

AMIR DOSSAL

DEBORAH DUGAN

MICHAEL GORELIK

ALEX GORLIN

STEPHANIE HOLMQUIST

GISELA KELLER

CHARLOTTA KOTIK

NINA & DANIEL LIBESKIND

TOM LOLLAR

PATTY MAR

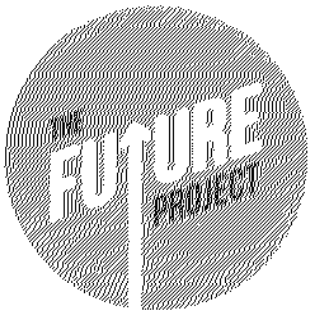
LAURA MILLER

JEANNE GREENBERG ROHATYN

IRWIN SHLACHTER

ANNE BAHR THOMPSON

525 BROADWAY, SUITE 602 | NEW YORK, NY 10012 | TEL: 212 966-0377 | FAX: 212 966-0551 | [redacted] | WWW.CITYARTS.ORG



March 2, 2015

Chancellor Merryl H. Tisch
New York State Board of Regents
Charter School Office
89 Washington Avenue
Albany, New York 12234

Dear Chancellor Tisch,

I am very pleased to support the charter application of New York City Charter School of the Arts, an arts-based middle school proposed to open in the fall of 2016 in Lower Manhattan. I am an educator whose students have included young men on Rikers Island; students with physical and intellectual disabilities in Accra, Ghana; young women creating original theater on their everyday life experiences; and adolescents in an under-resourced public high school in District 2. My current role at Richard R. Green High School of Teaching, is Dream Director through The Future Project, an evidence-based non-profit that inspires students to live with passion and purpose, transforming their school communities in the process. My work with The Future Project has given me a profound understanding of the power of creative student leadership to fuel student achievement and radically transform lives, schools and communities.

As an educator committed to student leadership, I've been inspired by the way that the City School of the Arts team has put student voice at the heart of their school design efforts, running poetry workshops that lead directly into school planning focus groups with local teens who represent the full diversity of the neighborhood. I've been closely following the exceptional arts-based student leadership work that City School of the Arts co-founders have been carrying out with students in the Bronx over the past decade, and I'm moved by their mission to merge what they've learned in the Bronx with the creative ideas of the kids in the neighborhood where I teach.

I look forward to supporting the success of City School of the Arts by helping them to design their advisory program and culminating student-led projects in alignment with what I've learned working with The Future Project. I am confident that City School of the Arts will become an incredible option for middle school students and families in Lower Manhattan. I support their application without hesitation and look forward to celebrating their success. Please don't hesitate to reach out to me if I may be of further assistance.

Sincerely,

Joyce Gendler

10 West 90th Street, No. 9, New York, NY 10024

Chancellor Merryl H. Tisch
New York State Board of Regents
Charter School Office
89 Washington Avenue
Albany, New York 12234

March 2, 2015

Dear Chancellor Tisch,

I write in enthusiastic support of the application of New York City Charter School of the Arts, an arts-based 6th-8th grade charter school proposed to open on the Lower East Side in the fall of 2016.

I am the founder and president of The Academy for Teachers, an organization which honors and supports New York City's most exceptional teachers. We offer Master Classes for select teachers led by prominent experts such as Stephen Sondheim, Gloria Steinem, Henry Louis Gates, Jr., Nobel Laureates, and leading academics. Our Master Classes are hosted in inspiring rooms by our partner institutions, which include Carnegie Hall, the Frick Collection, Lincoln Center, the Alvin Ailey Dance Theater Company, the New-York Historical Society, the New York Academy of Sciences, the New York Public Library, the American Museum of Natural History, and others. I am also the founding Dean of the Cullman Center Institute for Teachers at The New York Public Library and serve on the faculty of the Bread Loaf School of English, Middlebury College's summer graduate school for English teachers, where I teach creative writing. (I write children's books and am the author of award-winning book about teaching creative writing to immigrant kids in Queens: *I Am a Pencil: A Teacher, His Kids, and Their World of Stories.*)

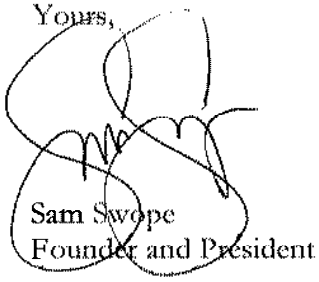
The Academy for Teachers finds teachers by nomination. Our criteria are passion for the subject, creativity in the classroom, and devotion to students. Experience enables me to say that in the hands of a talented educator, the arts are a uniquely powerful aid to teaching any and all subjects. This is what the founders of City School for the Arts understand, and why I am so excited about this school.

But no school, and no great idea, comes to anything without a strong leader behind it. Kate Quarfordt, one of City School of the Arts co-founders, is that rare creative person who possesses the wherewithal, drive, and charm required to make things happen. Kate was one of just 18 teachers selected to attend our Master Classes with composer Stephen Sondheim and with Broadway director Jerry Zaks. In both, she impressed me as well as the other teachers. I have since invited her to join The Academy's teacher advisory and she is one of our strongest members.

As a Fellow of The Academy, Kate is personally and professionally connected with our partner institutions as well as a vast network of educators. These will serve her well as she and her team design an arts-rich curriculum. As part of The Academy's advisory team, she will be in a position to help us plan Master Classes and other programs that will benefit her teachers as well as teachers all over the city. This will be a terrific boon to the City School of the Arts, but also to The Academy, which needs leaders like Kate to help us create richer, deeper programs. (Kate also has ideas for ways to involve her students in our programs and I look forward to exploring those with her, as well.)

Kate is the sort of visionary educator New York needs and the City School of the Arts is the sort of school our city needs. Please let me know if can be of further assistance.

Yours,



Sam Swope
Founder and President



Peter Knocke
User Experience Consultant

Chancellor Merryl H. Tisch
New York State Board of Regents
Charter School Office
89 Washington Avenue
Albany, New York 12234

March 9th, 2015

Dear Chancellor Tisch,
I am writing in support of the creation of the New York City Charter School of the Arts, a 6th-8th grade arts-based charter school proposing to open in 2016 in Lower Manhattan. As an individual deeply rooted both in the worlds of Design and Technology, I cannot emphasize enough how vitally important it is to implement innovative education methods and systems to teach tomorrow's designers, engineers, and entrepreneurs. I fully believe that the vision and plan for New York City Charter School of the Arts will create a longstanding institution which will pay exponential dividends to the Lower East Side community for years to come.

A Community in Need
The Lower East Side of Manhattan is going through drastic changes. With exciting developments and opportunities constantly occurring, the fabric of this vibrant community is changing dramatically. Given these changes, we must be dedicated to creating systems which ensure that these opportunities are available to all Lower East Side families. This equality starts with equal educational opportunities for all community members. The team behind the New York City Charter School of the Arts is uniquely qualified to provide an adaptive, student-centered education that is engaging to students of all backgrounds. With their arts-based approach, this team has the ability to instruct, inspire, and truly impact the life of our community and help the next generation of kids reach greater and greater success. Now is the time to act upon this changing

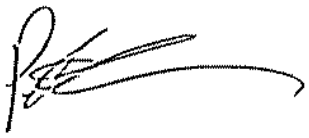
environment to craft modern and diverse educational opportunities which truly reach students and inspire them to become future pillars of the community.

A Dynamic Team

I would be in error to complete this letter without speaking explicitly to my respect and admiration for the skills and abilities of the founding team of School of the Arts. In all of my interactions with co-founder Kate Quarfordt and the founding board, I've witnessed nothing but the highest levels of creativity, professionalism, and intelligence. Kate and the team behind City School of the Arts are truly a dream team of individuals driven by a deep passion to positively impact the lives of New York City's youth. Given further support and opportunities from the city, I'm quite certain we will see dramatic impact within our community for years to come.

I see firsthand in my profession how creative, open-minded, experimental individuals are able to overcome even the highest of challenges. It is our responsibility as active community members to encourage and support the systems and organizations which foster these exact skills. For these reasons and many more I passionately support the team, program, and vision of New York City Charter School of the Arts. I hope that you will join me in this support.

Sincerely,



Peter Knocke
User Experience Design Consultant

WORLD

71-15 35th Avenue 6F Jackson Heights NY 11372
Office (718) 429-2477 katha.cato@gmail.com www.queensworldfilmfestival.com

January 30th, 2015

Chancellor Merryl H. Tisch
New York State Board of Regents
Charter School Office
89 Washington Avenue
Albany, New York 12234

Dear Chancellor Tisch,

I am writing in enthusiastic support of New York City Charter School of the Arts, a 6th-8th grade arts-based charter school proposing to open in 2016 in Lower Manhattan. I recently retired from Henry Street Settlement after 22 years. During my time at the agency, I contributed first as a professional artist, then Arts-in-Education Coordinator and for the last11 years I was the Director of After-School and Camp Services. Now I have segued into my role as the executive Director of the Queens World Film Festival which has a thriving Young Filmmakers Program as well.

I know how important creativity and the arts are in helping young people achieve high academic outcomes while developing the critical thinking, compassion, and leadership skills they need to thrive in today's world. I'm impressed by City School of the Arts' approach to leveraging engagement with the arts to provide a rich and rigorous learning environment for a diverse student population, and I believe that their team possesses the talent and operational capacity to create a school that will prepare students for bright futures in high school, college and beyond.

Having spent much of my professional life working with children and families on the Lower East Side of Manhattan, I know firsthand that mastering the complexities of storytelling, in-camera editing, sound design, screen writing, stop action animation has a positive effect on a child's academic career. We have been using the arts to engage English Language Learners for many years on the LES and now in Queens as a means to spark interest and conversation around the immigrant experience. We don't think of it as using arts to develop artists, we look at it as immersing young people and their families in the art of creative problem solving, a skill that comes in handy no matter the chosen occupation.

In my conversations with co-founder Kate Quarfordt, I've been particularly struck by the spirit of collaboration with which she and her team have approached the process of building City School of the Arts. Whether they're facilitating poetry workshops with teens at Lower East Side community centers, hosting focus groups with kids and families, partnering with local arts and ecology organizations or teaming up with district schools in the neighborhood, City School of the Arts is building a reputation as a strong community partner. I am confident that New York City Charter School of the Arts will be a great asset to the young people and families of Lower Manhattan and I look forward to supporting their work.

Sincerely,

Katha Cato
Executive Director, Queens World Film Festival

Willow Joffee
[redacted]
NY, NY 10009

7/28/2015

Dear Ms. Davidson,

I am writing to express my support of New York City Charter School of the Arts, the 6th-8th grade arts-based charter school you and your team are proposing to open in 2016 on the Lower East Side. As an East Village resident and mother of a 10 year old and 3 year old finding quality education that values the social/educational/emotional AND creative/artistic natures of children in quite challenging. I believe that New York City Charter School of the Arts would fill an important gap in school choices in the area.

Currently invited to become members of the National Coalition of Diverse Charter Schools, New York City Charter School of the Arts is equally committed to honoring and promoting not only the rich creative legacy of the neighborhood but also the racial, ethnic and socio-economic diversity of the area. As a school their core values include developing a staff and student body reflective of the beautiful diversity of New York City. As a woman of color this is extremely important to me.

In my role as a social worker working with NYC teenagers, I know how important creativity and the arts are in helping young people achieve high academic outcomes while developing the critical thinking, compassion, and leadership skills they need to thrive in today's world. I'm impressed by City School of the Arts' approach to leveraging engagement with the arts to provide a rich and rigorous learning environment for a diverse student population, and I believe that your team possesses the talent and operational capacity to create a school that will prepare students for bright futures in high school, college and beyond.

The camp and nature based component of the school is unique and transformative for students. Many children in NYC don't have the opportunity to experience the healing power of being in nature, especially children poor children of color . Numerous empirically based studies show that time in nature reduces stress, anxiety and depression in both children and adults. I have personally seen the powerful learning and wonder that comes out of nature based learning educational opportunities and I deeply believe that all children should have the opportunity to have this type of experience.

I am in full support of New York City Charter School of the Arts. I truly believe that the future students of the school will be forever touched and empowered by the exquisite "whole child" education that they will receive by passionate, experienced and trusted educators. The sooner they open their doors to our children the better!!

Warmly,

Willow Joffee

July 20, 2015

Danal Abrams
Chairman of the Board of Trustees,
NYC Charter School of the Arts
Moore Capital Management
11 Times Square, 39th Floor
New York, NY 10036

Dear Mr. Abrams,

I am writing in enthusiastic support of New York City Charter School of the Arts, the 6th-8th grade arts-based charter school you and your team are proposing to open in 2016 in Lower Manhattan. As a professional musician, I know how important that arts and creativity can be a lifeline for kids, especially for those who struggle in more traditional school settings. Afterschool arts programming in locations separate from the school is fine, but it's not nearly as powerful as what City School of the Arts is doing, infusing the entire culture of the school, including academics, with a spirit of improvisation, innovation and creativity – flowing like music.

The arts can engage communities in ways that nothing else does. Having spent much of my professional life living and working with children and families on the Lower East Side of Manhattan, I know firsthand that our rapidly changing neighborhood can use new schools with a strong academic bent, to best prepare District 2 kids for successful futures. I know the educators on your team personally and I am 100% certain that the creative environment they establish at their school will translate directly to positive academic outcomes for kids.

I'm committed to helping the students and school in the future. My band will come in and hold workshops with the students at no cost. I am confident that New York City Charter School of the Arts will be a great asset to the young people and families "Below 14th Street", and I look forward to supporting their work.

Sincerely,

Alyson Palmer

[redacted]
New York, NY 10002

ONE LEAF AT A TIME

BUILDING OUR FAMILY TREE,

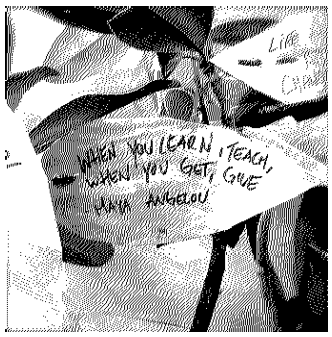
This summer, a few of our founding team members met at a summer camp in Vermont... And we made a tree.

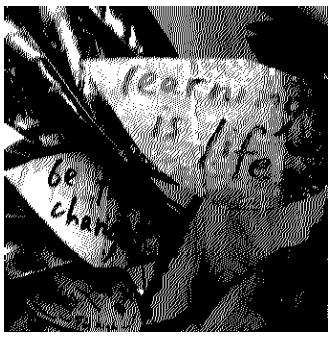


Using fallen saplings, fabric, paint and paper mache, we strung the tree with paper strips on which campers had written their wishes and dreams.

The experience of creating a piece of artwork together that celebrated kids' visions was a powerful one. So we made each other a promise: the day our school became reality, a similar tree would stand in our lobby.

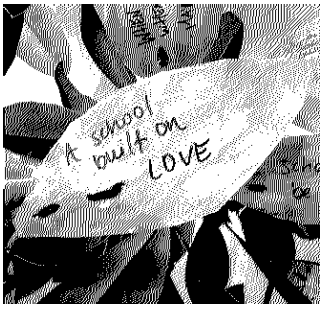
Since then, every time we've met with someone who is interested in our school—kid or grown-up, parent or politician– we've asked for a leaf with a wish, a brainstorm or a vision on it.





We now have over 370 leaves.



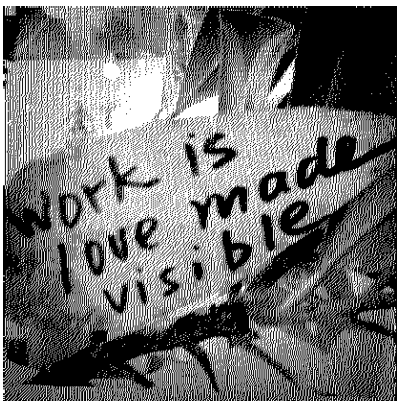


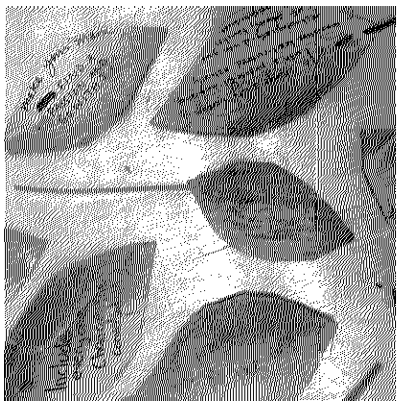
Each leaf represents the positive energy of someone who believes in our vision... **and a tangible reminder of the power of creativity to bring people together.**

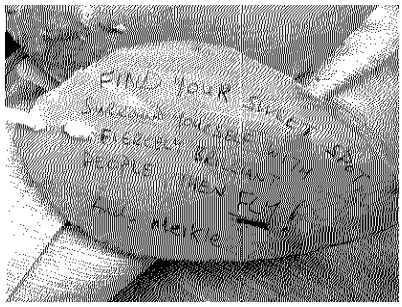
ONE LEAF AT A TIME

BUILDING OUR FAMILY TREE,

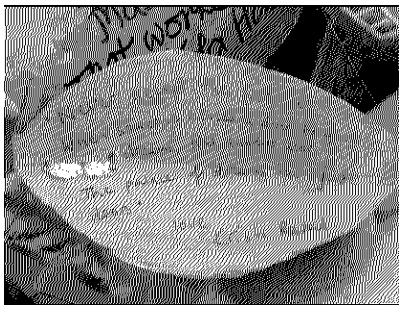


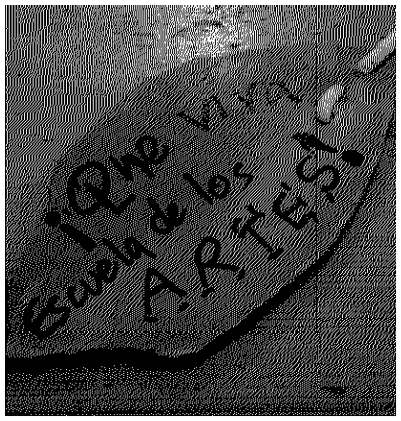


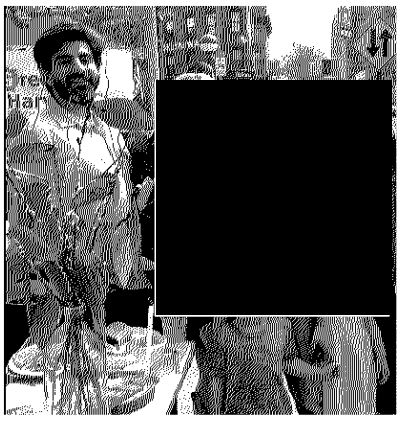


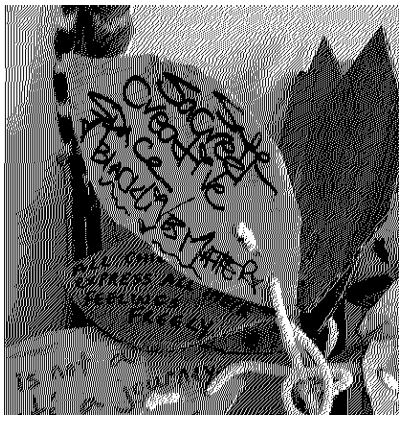




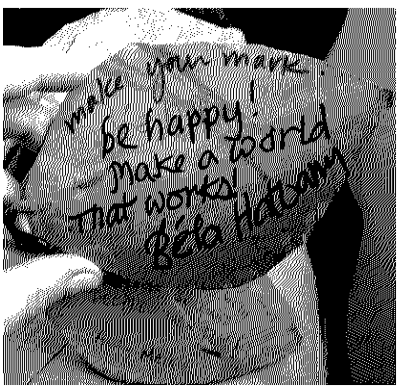














15. Student Demand, Community Support, Recruitment and Retention

(a) General Student Population

If New York City Charter School of the Arts were authorized, it would be the first and only non-selective arts-based charter school in Manhattan. Through our extensive outreach efforts we have identified significant demand for a middle school program such as ours. The parents we have spoken to—representing a wide range of backgrounds, home languages and walks of life—are unanimous in their desire for stronger academics and richer artistic offerings for their soon-to-be middle-school-aged children. Families are also attracted to our school's commitment to socio-emotional education as well as the Camp component of our curriculum.

According to many parents we spoke with, our proposal comes at a welcome moment, with many families currently feeling desperate to look outside the district for middle school options, choosing Catholic and independent schools if they can afford it, or trying to get their children into selective middle school programs. Charter lotteries in our proposed districts are dramatically over-subscribed, with 801 applicants for 399 seats last year in CSD 1 and 1,928 applicants for 867 seats in CSD2.[1]

Local stakeholders often express their dissatisfaction with neighborhood options in their districts in passionate terms, citing the dearth of high quality arts programming at most area middle schools, and pointing to what many categorize as a "desperate need" for more high-quality, free, non-selective public school options on the middle school level. As one Lower Manhattan parent put it bluntly in a recent email,

> "I will tell you the one thing that all parents are SCREAMING for down here, what doesn't exist and what people need immediately, and that's a decent Middle School. Everyone wants Tompkins Square Middle School, in the Earth School building, but there is limited space. People are freaking out."

This sentiment was echoed by a PTA leader and parent from CSD2, who shared,

> "I have yet to meet a parent who is not concerned with the middle school prospects. We all love PS 11 but, as I'm sure you are aware, middle school poses a challenge to New York City. It sounds like your board's [moving in] the right direction with the new charter school."

Teenage students reflecting on their own middle school experiences and those of their siblings and cousins at local district schools have shared similar sentiments with us at focus group meetings. As one teen put it after a poetry workshop/focus group we held at a NYCHA community center,

> "My little cousin is at a middle school in the neighborhood and I feel so bad for her. She gets

[1] New York City Charter School Center

> bullied all the time. I feel like the teachers don't do anything about it. Everybody's stressed, it's like they're just trying to get by, you know?"

Looking back to her own middle school experience, another teen soberly noted,

> "For me middle school was… like 6th grade or whatever… I feel like that's the year I shut down. I don't think I ever really came back to life, or… Yeah."

As we correspond with parents and families in the neighborhood we are consistently struck by the enthusiasm with which families respond to the prospect of a free, non-selective middle school that would use the arts, experiences in nature and a strong socio-emotional curriculum to support exceptional academic learning. Parents and students from all backgrounds and walks of life have shown support for the model we are proposing, and they are aligned in suggesting that other parents they know will be interested.

As one mother shared in an email following our Town Hall,

> "I really believe in your hopes and dreams, if this can happen I truly believe you will have a strong following. I am excited to hear more, to share it with my community and to support you in anyway I can."

At a recent visit with us in her office, NYCHA Tenants Association President Jacqueline Goodman expressed a similar feeling of hopefulness about the potential of our program. She said,

> "I have all these parents and they're dying for creative opportunities for their kids. We are hustling, hustling trying to make it happen for kids here in our backyard. It shouldn't be so hard. Creativity and the arts should be part of a kid's everyday reality, even if their parents are too busy working to seek out extra-curriculars after school for them. We're behind what you're doing. It's going to happen."

Another local mother wrote in an email,

> "I can not tell you how much the East Village and the Lower East side needs good middle schools. If you can push the initiative through, you're going to be in high demand. Kids are staggering through Tompkins and East Side Community and simply waiting for their lives to start again once they get to high school. Given how hard it is just to be alive at that age, this is a terrible tragedy. […]The approach you describe below is exactly what is needed around here."

After the teen poetry workshop/ focus group mentioned above, one young woman asked,

> "Miss, I know I'm too old to go to your school, but do you think I could get a job there? 'Cuz after this, I feel like I want to be a teacher now."

As mentioned in R14-District Relations, the demand for more high-quality middle school options is widely acknowledged by school leaders throughout Lower Manhattan. A Catholic school principal with whom we spoke lamented that there were not more high quality non-selective options for neighborhood students, and charter school leaders we've met with in CSD 1 recognize that while their programs may present attractive alternatives to parents, not every child will necessarily thrive in a no-excuses charter school environment.

The sentiments described in the emails and descriptions above have been echoed by the many parents, students and community stakeholders we have met with over the past year and a half. We are confident that if our school is authorized, the demand among families in our proposed districts for a rigorous, arts-based middle school will yield an oversubscribed lottery.

This belief is further confirmed by the online and in-print survey responses we have been collecting since we began working on this process in spring of 2014. We understand that per the Guidance Handbook for the 2015 SUNY Request for Proposals, the bulk of this survey data is inadmissible for the purposes of this current application because 1.) it was originally gathered in support of the NYSED application we submitted on March 20th and 2.) is in some cases inconsistent with SUNY's requirements for petition data (i.e. contains fields that respondents did not choose to fill in, i.e. incomplete information.) We have included several online survey responses that have come in during the last several weeks in R15c – Evidence of Demand to indicate that this data collection remains ongoing. We are committed to adjusting data collection practices moving forward and are confident we can quickly replicate and exceed our original number of responses while conforming to SUNY's guidelines and expectations.

15.B Target Population Enrollment

New York City Charter School of the Arts will open with 102 sixth graders placed in four cohorts of 25-6 students each. The table below represents our projected enrollment for the initial 5-year charter. Class size is small enough to maintain focused, rigorous instruction and large enough to financially sustain our growing school. We anticipate a high demand for seats from multiple districts due to the limited options available to families for a non-selective, arts-based school.

	2016-17	2017-18	2018-19	1019-20	2020-21
Grade 6	102	102	102	102	102
Grade 7		102	102	102	102
Grade 8			102	102	102
TOTAL	102	204	306	306	306

Because we believe that all students deserve a seat in a quality school regardless of their academic proficiency or when they apply, we plan to backfill as needed to maintain our enrollment numbers,

regardless of time of year. Based on data from comparable charter schools we anticipate an attrition rate of 3% and plan to backfill any vacancies from our waitlist. Special features of our school, such as Circle and Camp will assist in the socialization of students who enter our school community after the start of the school year. Students who join us in 8th grade will not be expected to declare an artistic major unless they have had previous artistic experience or display special aptitude or interest; otherwise they will have the opportunity to begin with more foundational artistic classes.

Through careful, vigorous recruitment strategies—and provisionally, if the law allows, through a weighted lottery--City School of the Arts will seek to establish a diverse student body. Inspired by the work of charter schools like Brooklyn Prospect, Community Roots, and Compass Charter School, we believe that diversity affords students unique and powerful opportunities to assume different viewpoints and learn about different cultures. We believe in the power of diverse schools to strengthen urban neighborhoods by bringing communities together to grapple with the historic challenge of integrating the public school system. Research reveals that socio-economic and cultural diversity profoundly enriches and elevates the academic and emotional growth of learners of all backgrounds[2].

CSD 1 is one of the most diverse school districts in New York City, yet the district has struggled to reflect the breadth of diversity in their highest performing schools. We aim to match or exceed district averages for rising middle school students qualifying for as Economically Disadvantaged at 79%, SWD 21%, and ELLs of 12%.

If we are located in CSD2, our target for students who are Economically Disadvantaged is 52.3%, with 12.2% and 15% for ELLs and SPED respectively. While CSD2 is considerably less diverse than CSD 1, we will continue to focus our recruitment efforts on the Lower East Side, where families continue to represent a wide range of cultural and socio-economic diversity.

CSD 1 Enrollment 102 306 capacity	CSD 2 Enrollment 102 306 capacity
ED 78.7% ELL 11.6% SPED 21.2%	ED 52.3% ELL 12.2% SPED 15%
CSD 1 Retention 102 306 capacity	CSD 2 Retention 102 306 capacity
ED 84.8% ELL 73.7%	ED 87.4% ELL 79.2%

[2] The Century Foundation's Richard Kahlenberg and Halle Potter assert in their recently published Smarter Charter that using charter schools to build innovative *diverse* school communities in traditionally segregated urban areas could be the more powerful lever for 21st century integration and social justice education today.

SPED 79.2%	SPED 82.5%

General Recruitment Strategies:

In our general approach to recruiting the broadest possible cross-section of families, we are following the lead of exemplary arts-based schools like Renaissance Arts Academy, a thriving arts-based 6-12 grade charter school in Los Angeles which, despite being legally unable to weight its lottery, has consistency used proactive and culturally sensitive recruiting practices to maintain a racially and socio-economically diverse student body that is reflective of their community's demographics in terms of percentage of ELLs, students with IEPs and young people at risk of academic failure.

Our outreach campaign includes collaborating with parent coordinators at district and charter schools in the neighborhood, continuing the drop-in arts classes we've been offering for local teens over the past eight months, and disseminating materials that highlight our unique artistic and academic curricula, our camp-based component, and our strong support systems for learners of all needs and backgrounds.

New York City Charter School of the Arts will employ multiple recruitment strategies to attract a diverse student body, including direct outreach to the approximately 1,800 individuals who have already either signed our petition, follow us on social media, signed up to receive our monthly newsletter or taken our Indication of Interest/ Intent to Enroll survey.

We will also continue to host additional information/ outreach sessions on the Lower East Side in partnerships with Henry Street and University Street Settlement, The Loisaida Center, local day care centers such as Little Missionaries, and churches such as Trinity Lower East Side Lutheran Parish.

Collaborating with NYCHA Tenants Association Presidents representing LES1, LES5 and Baruch Houses (the largest NYCHA housing facility in Manhattan), we will coordinate outreach events that will be appealing, convenient and easily accessible to residents in these buildings. We have also initiated contact with the Tenants Association President of the NYCHA housing development located nearest to the site we propose to lease if our charter is authorized, and look forward to partnering closely with her to ensure that we share information about our school with the broadest possible range of the families she serves. Tenants Association President for NYCHA LES1 Jacqueline Goodman has secured us a table/booth for LES1's annual Family Day event; we look forward to celebrating again with the community members we met there last summer and who have since become close collaborators, as well as meeting new families and students at this event.

We will leave postcards and flyers in local businesses and promote of our multi-lingual website in online forums such as LES Parents, Bowery Babes, Bowery Boogie, A Child Grows in Brooklyn, Red Tricycle, and NYParenting.com, as well as on the wide range of Yahoo Parenting groups that provide community and information to parents in Lower Manhattan.

Our partners at New Design High School are committed to helping us connect with families by targeting families whose high school students have younger siblings who may be interested in our arts-based curriculum. NDHS hosted our first Town Hall meeting in March and they are committed to supporting our recruitment efforts. We are also pleased to be able to count on the stated support of the Northeast Charter Alliance and the New York City Charter Center, both organizations with excellent track records in supporting recruitment efforts for new schools. The Northeast Charter Alliance has reached out to us directly in the past week to share specific strategies and has assured us that we will have access to their broad network of recruiting tools.

Lottery Preferences

As stated in R15f - Admissions Policy, contingent upon Federal approval of New York State schools receiving Federal Charter School Program funding)[3] students who qualify as "at-risk" as defined below receive one additional entry for each qualification (i.e. a student who has a learning disability and has limited English proficiency would receive two total additional entries for at-risk classifications):

- Student with disability - the student has a learning or emotional disability requiring accommodations as articulated in an Individual Education Program (IEP);
- English language learner - The student qualifies as having limited English proficiency; and/or,
- Economically disadvantaged - The student is eligible for the Federal Free or Reduced Price Lunch Program.

Note that to qualify for any one of these preferences, applicants must self-identify through the answering of optional questions asking about status on the School's Application Form. Families of self-identified students must furnish proof of their status to School officials prior to the lottery.

Targeted Recruitment

In addition to the strong general plan for recruitment and provisional lottery preferences designed to grant admissions priority for students with disabilities, English language learners and those who qualify as economically disadvantaged, City School of the Arts will also carry out specific outreach and recruitment strategies to ensure that families with students who fall among these target populations are made aware of our school's commitment and capacity to deliver a rigorous, creative, exceptionally high quality education to all learners.

Students with disabilities

[3] As of July 2015, New York State has not yet been approved to allow schools receiving Charter School Program (CSP) through the New York State Education Department to offer weighted preferences in their lotteries. Such approval may come at any time. Should schools be allowed to offer such weighted preferences, City School of the Arts will offer "at-risk" weighting as described above. Until such time as the school is approved to offer this type of weighting, the School will not do so.

The City School of the Arts team is committed to serving children with disabilities and believes that a rigorous, arts-infused curriculum can be a lifeline to those who may struggle in more traditional academic settings. To meet or exceed the CSD 1 target of 21% SWDs for CSD 2 target of 15%, our incoming class of 6th graders. To this specific end we have formed partnerships with CBOs that serve families of SWDs, such as Henry Street and University Settlement Houses. Through the latter we have become members of the Lower East Side Community Partnership, a coalition of CBOs and advocates who meet regularly and work collaboratively to support children and families on the Lower East Side. Our fellow members of this partnership are committed to connecting us with families of students with disabilities and helping to spread the word about the specific supports we have build into our program to meet the needs of these families.

English Language Learners

With the support of Henry Street and University Settlement Houses, the founding team has reached out to and gathered support from numerous families who speak languages other than English at home. Conversations with dozens of parents and social service providers have revealed that families with ELL students whose needs are not being met in district middle schools may be reluctant to apply to a charter school due to linguistic and cultural barriers. These impediments are especially pronounced in Chinatown, where immigrant families frequently do not speak English and are often reluctant to access social services or educational opportunities outside of their close-knit communities.[45] With the support of our board member Jim Chu, a lifelong Lower East Side (LES) resident, artist and entrepreneur with close ties to the Chinese-American community, we are committed to working with Chinese-American religious, cultural and academic leaders to share information about our school and the support systems we offer.

Our commitment to serving a student population that meet or exceeds the targets of our proposed districts extends to Spanish-speaking students as well. Our co-founder and Director of Arts Integration and Culture Kate Quarfordt lived in Mexico and Spain, is fluent in Spanish, and has fourteen years of experience serving the needs of Spanish-speaking families in New York City. Our workshops and information sessions have been held in English and Spanish, with written materials translated into both. In addition, we have secured in-person Mandarin translation for all large information sessions and student recruitment meetings. We will collaborate with strong bilingual schools such as American Dream Charter School and Emma Lazarus High School to distribute information about our school to large groups of newcomers who speak languages other than Spanish and Mandarin as well.

Economically Disadvantaged Students

Recruiting a population of students who qualify as Economically Disadvantaged that meets or exceeds

[4] Per conversations with caseworkers at Grand Street Settlement in Chinatown.

[5] As reported in the 2010 policy brief published by the Asian Legal Defense and Education Fund.

the targets for our proposed districts is also critically important to us. The Juilliard School's Education Outreach department draws low-income students from all over the city, and we anticipate their immense recruitment capacity having a measurable impact on our outreach. We have also established strong relationships with local settlement houses, temporary housing facilities, the local Boys and Girls clubs, and dozens of NYCHA Tenants Associations. Combined, these entities serve thousands of students who qualify as economically disadvantaged.

Meeting or Exceeding Retention Targets

The founders of City School of the Arts are committed to building and retaining a diverse student body and to meeting the needs of all students. We are confident that our unique, creative program will help us attract and retain students from a range of backgrounds with a wide spectrum of talents, needs and abilities. In addition, we believe our partnership with The Juilliard School and other arts organizations will create a dedicated community of learners who will feel a strong connection to their school and will stay on through all three year. Our founding team is confident that our ten years of experience creating an arts-rich educational environment in the Bronx will enable us to hold students accountable to high expectations for active involvement, resulting in exceptionally high attendance averages and excellent retention rates for all students, including ELLs, SWDs and those who qualify as Economically Disadvantaged. By ensuring that we have a highly qualified Special Education coordinator, ESL and Social Worker on staff full-time in our initial year of operations we further expect that we will be able to proactively support our struggling students, responding to situations before they escalate and result in a situation in which a family is considering withdrawing the child from our school.

Students with disabilities

Our founding Director of Operations, Sara Sheffer Corona, has six years of experience as Special Education Coordinator at highly successful charter schools and will be instrumental in helping us retain SWDs by successfully meeting their learning and socio-emotional needs while supporting their families as well. Using internal assessments and data from the Committee for Special Education, Sheffer Corona will support teachers in identifying individual students' needs, and will then help teacher teams employ the Tri ode to track students' growth collaboratively and efficiently. SWDs will receive their prescribed support with a constant push towards maximizing time with their general education peers. Corona will collaborate with local charter and district middle schools to source the highest quality related service providers and will proactively connect with families to be sure that their concerns are being addressed compassionately and professionally.

Furthermore, our entire staff will be participating in professional development designed and facilitated by Dr. Paul Yellin, founding director of The Yellin Center for Mind, Brain and Education. Dr. Yellin is a trailblazing researcher and practitioner who has developed a multidisciplinary, neurodevelopmental framework for supporting students, families, teachers and schools

collaboratively and interactively.

English Language Learners

In the course of our outreach on the Lower East Side over the last several months we have met with upwards of 30 interested families who speak languages other than English at home. Should their students enroll at City School of the Arts, our full-time ESL teacher would be ready to get to know them and assess their skills over the summer and then support them in small groups at the start of the school year to receive special support to supplement their ELA classes. A range of programs, including Words Their Way, the Wilson phonics support system, and Harvard's pilot program, Word Generation, will be used to address the needs of ELLs. Particular support will be available for students more accustomed to a logographic alphabet or limited exposure to the English phonological system and American English intonation. Teachers will receive Professional Development on how to address academic language and vocabulary in the classroom. These comprehensive techniques will ensure that ELLs develop skills in the four modalities: listening, speaking, reading, and writing. City School of the Arts will communicate with all ELL families in their preferred language, in person and in print. Our Director of Arts Integration and Culture, Kate Quarfordt, holds a masters in TESOL and has twelve years of experience using theater and the arts to create a joyful, inclusive school culture that supports the language acquisition and socio-emotional development of ELLs.

Economically Disadvantaged Students

Successfully retaining students at City School of the Arts will require teachers to skillfully and compassionately address the economic disparities impacting families in our proposed district. Testing data from CSD 1 bears out a stark correlation between academic achievement and socio-economic status. Last year in CSD 1, only 20% of students who qualified as Economically Disadvantaged passed the ELA state exam, while 66% of their peers who were not eligible passed with 3's and 4's. Numbers from CSD 2 also reflect a deep disparity. Our professional development with The Yellin Center will also equip our teachers to meaningfully confront the socio-economic realities that shape so many of our students' lives. Designed to help educators understand and address the educational challenges faced by students living in poverty, these trainings will focus specifically on the neurobiological effects of chronic stress and other issues associated with economic hardship, and provide teachers with specific brain-based approaches to empower students to take an active, empowered role in their own process of overcoming these challenges.

We are also looking to the experiences of high-performing arts-based schools with strong retention rates for lower income students like Boston Arts Academy and Renaissance Arts Academy in LA, whose legacies bear out what countless studies have shown about the success of arts education in combating drop-out rates among urban youth living in poverty. These schools have been extremely intentional in their use of the arts to unite teachers, students and families in a joyful, close-knit school culture based on shared values of creativity and connection. Having taken a similar approach during our time in the Bronx—and seeing the intergenerational

networks of support endure long after kids have graduated—inspires us to continue building on this approach.

City School of the Arts will closely monitor retention data as part of its overall accountability plan, tracking attrition by various student categories, including ELLs, SPEDs and children in poverty. Our Board of Trustees will review retention data at least semi-annually to ensure that services and supports are adjusted as appropriate to address students' needs.

R16—FACILITY

A. Facility Needs

New York City Charter School of the Arts' commitment to securing a private facility is a direct response to the community's feedback that DOE spaces in Lower Manhattan are overcrowded, and new spaces ought to be allocated for new seats. Families and community leaders in CSDs 1 and 2 have expressed the urgent need for more community-based middle school options, but without a great deal of support from families to open and co-locate in a DOE building, we dedicated time and resources towards identifying a private space that is feasible for a Fall 2016 opening. Our commitment to private space is rooted in three rationales:

1) The community wants to increase the number of physical seats in Public Schools downtown
2) Our unique program necessitates large community spaces such an auditorium, and specialized classrooms where artistic classes can take place. It would be difficult to run high-quality arts program in the small amount of time that a DOE location would allow for the use of shared auditorium or gym.
3) Private space would allow us to initiate lease immediately upon being chartered. This is desirable because it would allow us to a) hold information sessions on campus, allowing families to get a true feel for the school; b) inventory rooms and community spaces to determine which, if any, need repairs or enhancements (i.e. installing our piano lab, will require at least two months); and c) hire a Director of Operations so that we may establish our operating systems early, allowing us to focus singularly on the needs of kids and families when we open our doors in he Fall.

What follows is an overview of the needs that has driven/will drive our search for private space. Ideally, we would rent a private space on a graduated basis over the first 3 years.

Type of Room	Number Needed	Needed Year 1	Notes
General Education Classrooms	12	4	3 per grade level, leased on a graduated basis. Larger = ideal, as students will spend 50% of their day in their advisory room.
Pull Out Classroom	4	2	Intervention, ELL, SWD services, and Reflection Room
Reflection Room	1	2	Pref. 1/grade level, run by the Grade Level Dean in Year 3 – if space allows
Music Room	1	1	Piano Lab; need enough room for 26 keyboard stations
Art Room with sink	1	1	Visual art will not be a core class until year 2; thus the art room would be an enrichment space year 1
Science Lab with sink	3	1	At full capacity, we would need one science lab/grade level
Practice/Enrichment Rooms	3	5	Additional small room space will be necessary for small group music lessons and enrichment activities
Cafeteria	1	1	If our cafeteria cannot accommodate all students at the same time, we will stagger lunch time at full capacity
Gym	1	1	If we do not have a gym on site, we will write a grant to Equinox or New York Sports Club to build a state of the

			art gym in one of our large classroom spaces. Feasibility of this plan will be assessed during our initial walk-through
Kitchen	1	1	Full kitchen desirable, but minimum proper food storage must be available
Main Office and Reception Area	1	1	Additional office space for Development Director and CFO in year 3
Individual Leadership Offices	1	2	In year 1, Principal, Director of Arts Integration, and Director of Student Support will share an office that doubles as meeting space; additional office space for Dean, Director of Curriculum and Instruction, and Department Chairs will be necessary as the school grows
Social Workers Office with waiting area	1	1	A discrete location to protect family's privacy would be ideal
Staff Work lounge	1	2	Each year, we will add a classroom/divide a large space to build additional smaller teacher offices. While the majority of our teachers will have desks in their classrooms to promote the sense of community and family, some teachers will have desks in the work room. These spaces will also serve as meeting areas for teachers
Auditorium	1	1	Auditorium is necessary for performances
Outdoor Yard/space			Outdoor space would be ideal, but because yard space is limited in Manhattan, we will partner with local CBOs who have outdoor space in the neighborhood and carve out dedicated days where exercise takes place in the park
Student Restrooms	2	2	One bathroom per gender will suffice in year 1; at full capacity we will need several
Adult Restrooms	2	3	
Nurses Office	1	1	
IT Room	1	1	
Storage Closets	8	10	We will need a significant amount of storage to lock up instruments

We understand that the facility must meet the New York City Department of Buildings "School Use G" specifications, and must have the proper CoO before school can commence instruction. If the facility does not meet specifications on attainment, we will undergo renovations immediately. We had an introductory conversation with Civic Builders CEO Annie Tirschwell in January, and at her suggestion, will re-engage with her if/when we secure a space. We anticipate using Civic Builders' services if we do not meet spec requirements in year 1, and to explore options regarding larger capital enhancements in the future should funds be available in years 3 or 4.

B. Facility Selection

As per the Facilities Access Process, we will submit a written request for co-location to the NYCDOE,

giving the NYCDOE adequate time to respond to the request. Given current constraints on space that LES families describe, in addition to the unique physical features we will need in order to faithfully execute our program, we do not anticipate the NYCDOE Division of School Facilities granting our request.

We began pursuing private space though IGUA Group Inc, Division of Charter School Facilities. We met with two real estate development firms that plan to build out "Community Impact" space in new Lower Manhattan high-rises (they were not conducive to the number of family gatherings we will want to have), a commercial real estate broker, and the Manhattan Borough coordinator for the New York City Housing Authority facilities. Narrowing our search to two spaces, one in a large cluster of community centers in a large NYCHA development, and the other in a vast private space recently vacated by another charter that is moving to another location, we determined that the latter building had more of the desired features as outlined above, and would likely require less renovation prior to the Fall of 2016. In addition, we would like to move into our space immediately upon approval so we that can recruit families and hold open houses on site. To the best of our knowledge, the building manager is ready to sign a lease; if we are not able to secure the facility however, we will re-engage community leaders who offered free CBO spaces for incubation and continue working with Maureen Coughlin from IGUA Group Inc., to survey availabilities for 2016. Our contacts at Civic Builders also offered their help to identify another workable building should this option fall through.

C. Conflict of Interest

No members of the City School of the Arts' Education Corporation Board of Trustees or founders are associated with any of the facilities contemplated at the time of the submission of this application. If at any time there develops any real or perceived reason for conflict of interest between employees or members of the Board of the City School of the Arts Education Corporation related to facilities, such potential conflict(s) of interest will be disclosed to the SUNY Charter Schools Institute. Subsequently, a policy will be established to address any potential conflict of interest, and the Education Corporation will furnish such documentation as necessary to demonstrate the school's facility has been or will be leased or purchased at fair market.

Charter School Facilities
A Division of IGUA Group, Inc.

23 Meadow Street | Brooklyn, New York 11206
www.charterschoolfacilities.com

July 24, 2015

Dear SUNY Charter School Authorizer:

Please be advised that we have identified a closed school facility for the New York City Charter School of the Arts in District #1. We have been working with Jaime Davidson and the school team to insure that they have a facility.

In the event that DOE space is unavailable or undesirable, this school building is available for lease. The landlord is ready to begin lease negotiations as soon as the charter is granted. The building has a certificate of occupancy for a school. There is an auditorium with a capacity to seat 600 people. There is a cafeteria with a kitchen. There are two floors of classrooms. There are additional spaces for offices and a nurse's station. The landlord will allow New York City Charter School of the Arts to pay for the space on a graduated basis as they grow to full enrollment. The building can serve as the charter school's permanent home.

Our organization, IGUA Group Inc., is a New York-based real estate corporation specializing in educational facilities. To date, we have placed more than 40 charter schools in private facilities throughout the boroughs of New York City. We are the recommended vendor for the New York City Charter School Center and the Northeast Charter School Network. We work with multiple religious organizations to lease their underutilized properties.

There is never a fee to the charter school for our services. We receive our compensation from the property owner.

Over the years, it has been our good fortune to organize a network of developers, property owners and landlords to custom build or refurbish buildings to lease to charter schools. Our team understands the dynamics of charter schools along with the constraints of their budgets.

Best,

Maureen

Maureen Coughlin, Ph.D.
Managing Director, Charter School Facilities
IGUA Group Inc.
23 Meadow Street
Brooklyn, New York 11206

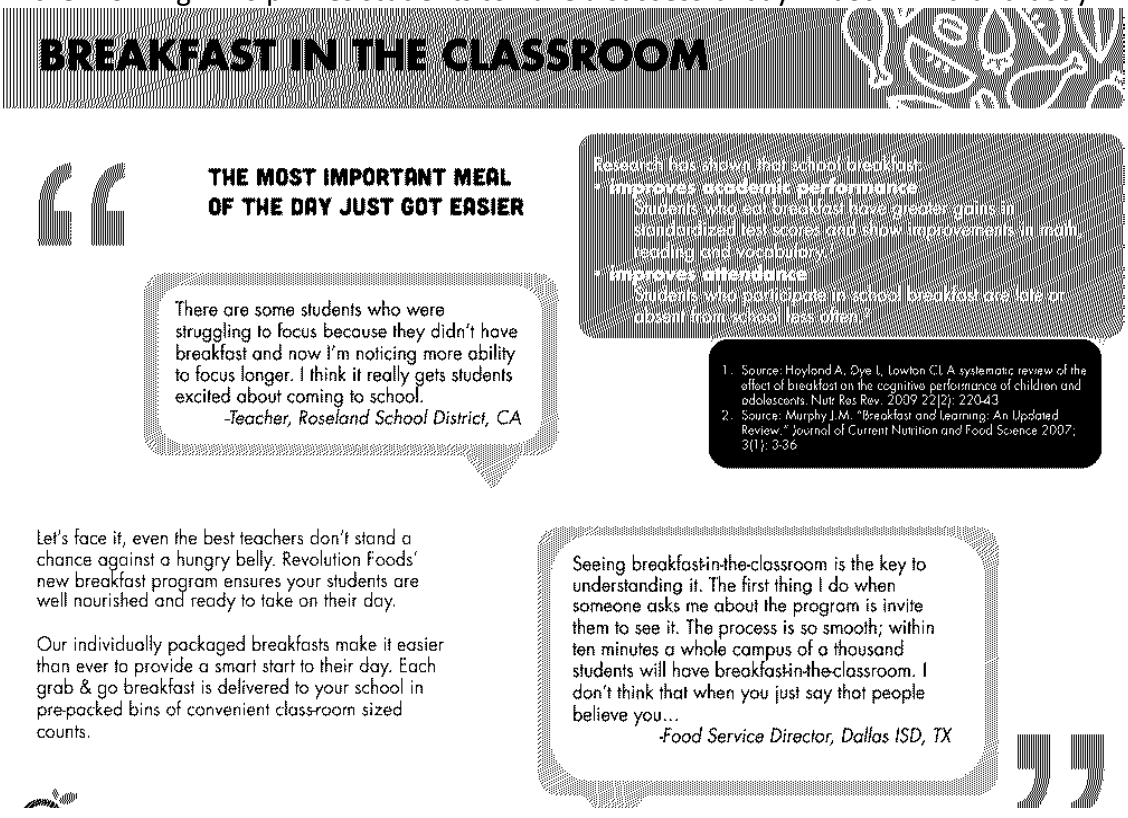
R - 17 FOOD SERVICES

The founders of NYCCSA believe that proper nutrition is vital in ensuring that students stay focused and learn to live healthy, productive lives. We believe that everyone deserves meals that are made with all natural ingredients, as well as meals that promote wellness, growth and development. NYCCSA will outsource meal services to Revolution Foods, whose mission is "to build lifelong healthy eaters by making kid-inspired, chef-crafted food accessible to all." Revolution Foods was founded by two moms in hopes of transforming the way America eats by providing access to healthy, affordable meals to schools. One of the fastest growing alternatives to over-processed school lunch, Revolution Foods serves over one million freshly prepared meals every week to K-12 schools nationwide, specializing in Charter Schools. Breakfast and lunch will be provided for free to all City School of the Arts students, regardless of whether they qualify as Economically Disadvantaged.

Founding Principal Jamie Davidson engaged them regarding a contract beginning in August 2016 and inquired re: pricing and our proposed facility's suitability for services. Their price-point is comparable to the New York City Department of Education School Food program, and our facility will be able to accommodate the necessary equipment. Terms of agreement will negotiated upon authorization. We are excited to partner with Revolution Foods for two reasons: 1) Advisory Breakfast and 2) student participation school lunch program

Breakfast in the Classroom

We believe that breakfast is the most important meal of the day not only for its nutritional value, but also because it facilitates positive interpersonal relations first thing in the morning. This primes students to have a successful day in both mind and body.



Student Leadership Opportunities

Per the sample agreement below, Revolution Foods is a highly responsive service provider that values student and staff feedback, and collaborates meaningfully with school partners around managing waste, tracking meal approval ratings, and offering sack lunches when kids are not in the building. (This will allow us to use food services on 1/3 of all Camp days). While adults will hold the initial relationship, we anticipate training student leaders, advised by a staff member, to organize the school meals. We saw this practice take place at a Quaker summer camp as well as at City Neighbors Charter School in Baltimore, Maryland. In both settings, students felt a sense of agency and ownership over their space, which very often has spillover effect on school culture, climate and student achievement.

A.1. Meal Ordering and Meal Components

The number of meals prepared by Revolution Foods will be determined by the quantity ordered by PROGRAMNAME. PROGRAMNAME will notify Revolution Foods of the quantity needed for each week no later than 5:00 p.m. of each Tuesday for the following week of service. PROGRAMNAME will place orders using Revolution Foods online ordering system. Revolution Foods will provide the necessary utensils and napkins in sufficient quantity for the number of meals ordered.

a. **Field Trips:** Revolution Foods will provide PROGRAMNAME with sack lunches for field trips when requested at the standard order time of no later than 5:00 p.m. of each Tuesday for the following week of service.

b. **Offer vs. Serve:** Revolution Foods will provide lunch meals following the Offer platform of Offer vs. Serve (OVS), a system designed to reduce waste and give students greater flexibility and choice. PROGRAMNAME shall track the amount of fruits and vegetables consumed by tracking waste each

day. Revolution Foods will provide the tools to assist in tracking. Revolution Foods requires the tracking tools be submitted with weekly orders. Revolution Foods reserves the right to re-negotiate price if there is excessive waste due to lack of tracking.

c. **Special Scheduling:** Special scheduling of meal serving times will require two weeks advance notice. Fees may apply.

A.2. Delivery and Service of Meals

Revolution Foods will transport meals from the preparation site to the school site. The delivery time to PROGRAMNAME will be agreed upon by both parties.

The delivery site location will be:
Or
Delivery sites include:

R-18 Health Services

Assuming we open in a private facility, NYCCSA will outsource nursing services in our first two years of operation to ensure that our school is in compliance with §2853(4)(a) and §912 of the Education Law. In year three, we will acquire a full-time nurse through the DOE. The nurse will be responsible for the keeping of all records, including emergency contacts for parents and guardians, documentation of visits, student health files, immunization records, medication records and disbursements. All records will be kept in a locked file, accessible only by the nurse and designated staff members. If a student is required to take medication during school hours the nurse will administer it. Prior to the disbursement of any medication, a letter must be received from a doctor, and the parent must sign an authorization form.

Public Health Law §2164 states that all students must have a certificate of immunization at the time of registration, or by the end of the designated time frame during the enrollment period. The only exceptions are for medical reasons, supported by documentation from a doctor, or religious beliefs. Required immunizations include: Diphtheria, Tetanus, Pertussis (DTaP, DTP, Tdap: 3 doses); Polio (IPV, OPV: 3 doses; Measles/Mumps/Rubella (MMR: 2 doses of measles containing vaccine and 1 dose each of mumps and rubella); Hepatitis B (3 doses); Varicella (1 dose).

During our month-long Summer Institute, all staff will receive training in health policies and procedures. A minimum of two staff members will be trained in cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED). City School of the Arts will maintain access to automated external defibrillators (AED) as required by §917 of the Education Law.

Vision and Hearing screenings will be coordinated with the Department of Health and Mental Hygiene.

If N YCCSA is co-located, we will seek to utilize our co-located school's existing healthcare services program. In that event, the school nurse will be responsible for record keeping, treatment, and supervision of medication.

R 19-Transportation: Services Provided

NYCCSAwill provide transportation in keeping with §2853(4)(b) and §365 of the Education Law. Our DoO will submit a Transportation Request Form to the DOE Office of Pupil Transportation (OPT), including submission of required eligibility forms and identification of bus routes and stops. The OPT will provide the following transportation services:

6th grade students who live less than half a mile from school may receive a half-fare MetroCard; 6th grade students who live more than a mile from school may receive a full-fare MetroCard; 7th and 8th grade students who live more than one and a half miles from school may receive a full-fare MetroCard.

Families who do not qualify for bus service or a MetroCard will be responsible for arranging their child's transportation to and from NYCCSA. Special Education students will receive transportation as mandated in their IEPs. In the event that our calendar year differs from that of the NYCDOE, we will work with the OPT to provide supplemental transportation, or make alternate arrangements.

R – 20 INSURANCE

The NYCCSA team initiated discussions with Austin & Co., Inc., an insurance broker with extensive background working with charter schools. informed by those conversations anticipate putting in place the following coverage plan:

Coverage	**Limits**
Commercial General Liability	$1,000,000
Directors and Officers	1,000,000
Student Accident Liability	$250,000
Business Personal Property	$250,000
Automobile — hired and non-owned liability	$1,000,000
Crime (including employee dishonesty, forgery, computer fraud)	$875,000
Umbrella Liability	10,000,000
Worker's compensation and Employers' Liability	1,000,000

R21 - FISCAL SOUNDNESS

R21A - BUDGET NARRATIVE

We will rely on the expertise of CSBM in our first two years of operation. In our pre-opening year they will work closely with the HOS in developing accounting systems, payroll, student and staff records, and all contracted services. In addition to those services, CSBM will review and distribute W-2's and file payroll related documents. They will make budget and financial policy recommendations, apply for and comply with grants, balance the monthly books, post revenues and expenses, and file all financial documentation. They will assist the school in procuring an auditor, and provide support for the completion of the 990 and the Initial Statement of Financial Controls. In our first year of operation, they will handle the creation of HR files, and the enrollment process for employee benefit plans, including insurance and retirement funds. They will also prepare us for an on-site audit, close books for the fiscal year, prepare any requested documents for the auditor, and participate in meetings with the Finance Committee. In year three, the school will hire a CFO who will handle these responsibilities.

R21B -FISCAL AUDITS

With the assistance of CSBM, we will contract an independent CPA to conduct an annual fiscal audit of all financial reports required by NYSED. These include the statement of financial position, the statement of activity, statement of cash flows and the schedule of functional expenses. All transactions will be recorded in accordance with Generally Accepted Accounting Principles, as well as with the Government Auditing Standards. The auditor would create an Initial Statement of Financial Controls in the beginning of the school year, and complete the audit process the following fall. The board will review the audit, meet with the auditor and school leaders, and recommend action for any deficiencies. A copy of the auditor's Management Letter will be provided to the board and to NYSED, and the full report will be made public on our website.

R21C - DISSOLUTION PLAN

City School of the Arts will work closely with the NYCDOE in the event of closure or dissolution. The Board of Trustees, along with the Head of School and the Director of Operations will ensure that a day-to-day dissolution plan is in place. Parents and students will be notified, and a list of enrolled students will be sent to the district. This notification will take place within five business days of the decision to close. The Board and school leaders will also hold a public meeting with all families and children invited so they may be kept apprised of the school's plan and receive information about other school options within the district. Staff will work closely with each family to secure the best educational choice for each student. This public meeting will happen within ten business days of the decision to close. Within fifteen business days, the Board and other leaders will transfer to the district all student records, attendance records, report cards, IEPs, and health and immunization records. A copy of all records will be sent to each family.

The Board Chair, HOS and DoO will establish an employee termination date and immediately notify employees and benefit providers. Employees will be made aware of all unemployment options for which they may be eligible under the New York State Department of Labor. Any property that the school has borrowed, leased or rented will be

returned. The school will set aside $25,000 in each of its first three years of operation to maintain a reserve fund of $75,000. This will cover any and all debts incurred at the time of dissolution. This is in accordance with NYS Education Law §220. Any remaining assets after dissolution will be transferred to another charter school in CSD 1.

SUNY Charter Schools Institute
The State University of New York

New School Proposal
Budget(s) & Cash Flow(s) Template

New York City Charter School of the Arts

Contact Name:	Jamie Davidson
Contact Title:	Lead Applicant
Contact Email:	[redacted]
Contact Phone:	
First Academic Year:	2016-17
Pre-Opening Period:	January 1, 2016 - June 30, 2016

If the RFP submission date is:
a) less than 1 year from the "First Academic Year," select the January through June date range.
b) 1 year or more before the "First Academic Year," select the July through June date range.

NEW YORK CITY CHARTER SCHOOL OF THE ARTS
2016-17 through 2020-21

CHARTER ENROLLMENT BY GRADE						
GRADES	**LEVEL**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**
Kindergarten	Elementary School	-	-	-	-	-
1st Grade	Elementary School	-	-	-	-	-
2nd Grade	Elementary School	-	-	-	-	-
3rd Grade	Elementary School	-	-	-	-	-
4th Grade	Elementary School	-	-	-	-	-
5th Grade	Select grade 5 level from dropdown list -->	-	-	-	-	-
6th Grade	Middle School	102.00	102.00	102.00	102.00	102.00
7th Grade	Middle School	-	102.00	102.00	102.00	102.00
8th Grade	Middle School	-	-	102.00	102.00	102.00
9th Grade	High School	-	-	-	-	-
10th Grade	High School	-	-	-	-	-
11th Grade	High School	-	-	-	-	-
12th Grade	High School	-	-	-	-	-

NUMBER OF CLASSES BY GRADE						
GRADES	**LEVEL**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**
Kindergarten	Elementary School	-	-	-	-	-
1st Grade	Elementary School	-	-	-	-	-
2nd Grade	Elementary School	-	-	-	-	-
3rd Grade	Elementary School	-	-	-	-	-
4th Grade	Elementary School	-	-	-	-	-
5th Grade	Elementary/Middle School	-	-	-	-	-
6th Grade	Middle School	4	4	4	4	4
7th Grade	Middle School	-	4	4	4	4
8th Grade	Middle School	-	-	4	4	4
9th Grade	High School	-	-	-	-	-
10th Grade	High School	-	-	-	-	-
11th Grade	High School	-	-	-	-	-
12th Grade	High School	-	-	-	-	-

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	**LEVEL**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**
Kindergarten	Elementary School	-	-	-	-	-
1st Grade	Elementary School	-	-	-	-	-
2nd Grade	Elementary School	-	-	-	-	-
3rd Grade	Elementary School	-	-	-	-	-
4th Grade	Elementary School	-	-	-	-	-
5th Grade	Elementary/Middle School	-	-	-	-	-
6th Grade	Middle School	26.00	26.00	26.00	26.00	26.00
7th Grade	Middle School	-	26.00	26.00	26.00	26.00
8th Grade	Middle School	-	-	26.00	26.00	26.00
9th Grade	High School	-	-	-	-	-
10th Grade	High School	-	-	-	-	-
11th Grade	High School	-	-	-	-	-
12th Grade	High School	-	-	-	-	-

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	-	-	-	-	-
Total Middle School Enrollment	102.00	204.00	306.00	306.00	306.00
Total High School Enrollment	-	-	-	-	-
Total Enrollment	102.00	204.00	306.00	306.00	306.00
Change in Net Enrollment from Prior Year (Count)	102.00	102.00	102.00	-	-
Change in Net Enrollment from Prior Year (Percent)	100.0%	50.0%	33.3%	0.0%	0.0%
Anticipated rate of attrition (Percent)	0.0%	0.0%	0.0%	0.0%	0.0%

ADDITIONAL NOTES/COMMENTS
School plans to maintain waitlist and back fill students to make up for anticipated attrition.

ESTIMATED ENROLLMENT BY DISTRICT					
ANNUAL ENROLLMENT BY DISTRICT TOTALS	102.00	204.00	306.00	306.00	306.00
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	**1**

PRIMARY SCHOOL DISTRICT	NYC CHANCELLOR'S OFFICE	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**
PRIMARY DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ 20,478,421	$ 20,478,421	$ 20,478,421	$ 20,478,421	$ 20,478,421
ENROLLMENT (*Charter School*)		102.00	204.00	306.00	306.00	306.00
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET		Annual operating budget projected as per the budget legislation passed in March, 2014. Info from 2014-15 proposed budget allocation formula slide deck prepared by the NYC Department of Education (prepared April, 2014).				

SECONDARY SCHOOL DISTRICT	*(Select from drop-down list)*	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**
PRIMARY DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ -	$ -	$ -	$ -	$ -
ENROLLMENT (*Charter School*)						
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET						

NEW YORK CITY CHARTER SCHOOL OF THE ARTS

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2016-17	2017-18	2018-19	2019-20	2020-21
	Grades	6	6-7	6-8	6-8	6-8
	Enrollment	102.00	204.00	306.00	306.00	306.00

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE	FTE					Description of Assumptions
Executive Management	0.0	0.0	0.0	0.0	0.0	
Instructional Management	1.0	1.0	1.0	1.0	1.0	1 Principal
Deans, Directors & Coordinators	3.0	5.0	7.0	7.0	7.0	Year 1- Director of Integrations and Partnerships (1), Director of Student Support (1), Artistic Director (1); Year 2- add Dean of Students (1), Director of Curriclum and Instruction (1); Year 3- add Director of Development (1), High School Placement Director (1)
CFO / Director of Finance	0.0	0.0	1.0	1.0	1.0	1 CFO hired in year 3
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0	1 Director of Operations
Administrative Staff	1.0	1.0	1.0	1.0	1.0	1 Office Manager
TOTAL ADMINISTRATIVE STAFF	6.0	8.0	11.0	11.0	11.0	

INSTRUCTIONAL PERSONNEL FTE						
Teachers - Regular	4.0	8.0	15.0	15.0	15.0	Year 1- 4 teachers, Year 2- 8 teachers, Year 3- 15 teachers;
Teachers - SPED	1.0	1.0	2.0	2.0	2.0	Years 1-2- 1 SPED teacher; Years 3-5- 2 SPED teachers
Substitute Teachers	0.0	0.0	0.0	0.0	0.0	
Teaching Assistants	0.0	0.0	3.0	3.0	3.0	Years 3- 5- Apprentice teachers (3)
Specialty Teachers	1.0	2.0	4.0	5.0	5.0	Year 1- ELL Teacher (1); Year 2- Core Artistic Teacher (1); Year 3- add Core
Aides	0.0	0.0	0.0	0.0	0.0	
Therapists & Counselors	1.0	1.0	1.0	1.0	1.0	1 Social Worker
Other	0.0	0.0	0.0	0.0	0.0	
TOTAL INSTRUCTIONAL	7.0	12.0	25.0	26.0	26.0	

NON-INSTRUCTIONAL PERSONNEL FTE						
Nurse	0.0	0.0	0.0	0.0	0.0	Plan to outsource
Librarian	0.0	0.0	0.0	0.0	0.0	
Custodian	0.0	0.0	0.0	0.0	0.0	
Security	0.0	0.0	1.0	1.0	1.0	Plan to outsource until year 3
Other	0.5	1.0	1.0	1.0	1.0	Cafeteria worker
TOTAL NON-INSTRUCTIONAL	0.5	1.0	2.0	2.0	2.0	

TOTAL PERSONNEL SERVICE FTE	13.5	21.0	38.0	39.0	39.0	

NEW YORK CITY CHARTER SCHOOL OF THE ARTS

STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2016-17	2017-18	2018-19	2019-20	2020-21
	Grades	6	6-7	6-8	6-8	6-8
	Enrollment	102.00	204.00	306.00	306.00	306.00

***NOTE:** Enter the proposed <u>average salary</u> for each category and the anticipated <u>yearly increase percentages</u> in the section provided below.*

***NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.*

	WAGES						Description of Assumptions
ADMINISTRATIVE PERSONNEL WAGES	**Salary/Incr %**	3.00%	3.00%	3.00%	3.00%	3.00%	Assumes 3% annual increase
Executive Management	$ -	$ -	$ -	$ -	$ -	$ -	
Instructional Management	$ 85,000	$ 85,000	$ 87,550	$ 90,177	$ 92,882	$ 95,668	
Deans, Directors & Coordinators	$ 74,715	$ 224,145	$ 380,299	$ 541,138	$ 557,372	$ 574,094	Starting salaries for these positions range from $63k- $80k; average salary listed
CFO / Director of Finance	$ 80,000	$ -	$ -	$ 80,000	$ 82,400	$ 84,872	
Operation / Business Manager	$ 85,000	$ 85,000	$ 87,550	$ 90,177	$ 92,882	$ 95,668	
Administrative Staff	$ 55,000	$ 55,000	$ 56,650	$ 58,350	$ 60,100	$ 61,903	
TOTAL ADMINISTRATIVE STAFF		$ 449,145	$ 612,049	$ 859,841	$ 885,636	$ 912,205	
INSTRUCTIONAL PERSONNEL WAGES							
Teachers - Regular	$ 68,000	$ 272,000	$ 552,160	$ 1,044,725	$ 1,076,067	$ 1,108,349	
Teachers - SPED	$ 60,000	$ 60,000	$ 61,800	$ 123,654	$ 127,364	$ 131,185	
Substitute Teachers		$ -	$ -	$ -	$ -	$ -	
Teaching Assistants	$ 48,000	$ -	$ -	$ 144,000	$ 148,320	$ 152,770	
Specialty Teachers	$ 62,667	$ 62,667	$ 127,214	$ 256,364	$ 326,722	$ 336,524	Starting salaries range from $60k to $65k; average salary listed
Aides		$ -	$ -	$ -	$ -	$ -	
Therapists & Counselors	$ 60,000	$ 60,000	$ 61,800	$ 63,654	$ 65,564	$ 67,531	
Other	$ -	$ -	$ -	$ -	$ -	$ -	
TOTAL INSTRUCTIONAL		$ 454,667	$ 802,974	$ 1,632,397	$ 1,744,036	$ 1,796,357	
NON-INSTRUCTIONAL PERSONNEL WAGES							
Nurse		$ -	$ -	$ -	$ -	$ -	
Librarian	$ -	$ -	$ -	$ -	$ -	$ -	
Custodian	$ -	$ -	$ -	$ -	$ -	$ -	
Security	$ 40,000	$ -	$ -	$ 40,000	$ 41,200	$ 42,436	
Other	$ 40,000	$ 20,000	$ 40,600	$ 41,818	$ 43,073	$ 44,365	
TOTAL NON-INSTRUCTIONAL		$ 20,000	$ 40,600	$ 81,818	$ 84,273	$ 86,801	
TOTAL PERSONNEL SERVICE WAGES		$ 923,812	$ 1,455,623	$ 2,574,056	$ 2,713,945	$ 2,795,363	

NEW YORK CITY CHARTER SCHOOL OF THE ARTS
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PI
January 1, 2016 - June 30, 2016
***NOTE:** Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" **OR** '*
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selecte

Total Revenue	**250,000**
Total Expenses	**200,386**
Net Income	**49,614**

	START-UP PERIOD
REVENUE	
REVENUES FROM STATE SOURCES	
Grants	
Stimulus	-
DYCD (Department of Youth and Community Developmt.)	-
Other	-
Other	-
TOTAL REVENUE FROM STATE SOURCES	-
REVENUE FROM FEDERAL FUNDING	
Grants	
Charter School Program (CSP) Planning & Implementation	150,000
Other	-
Other	-
TOTAL REVENUE FROM FEDERAL SOURCES	**150,000**
LOCAL and OTHER REVENUE	
Contributions and Donations	100,000
Fundraising	-
Erate Reimbursement	-
Earnings on Investments	-
Interest Income	-
Food Service (Income from meals)	-
Text Book	-
OTHER	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	**100,000**
TOTAL REVENUE	**250,000**

NEW YORK CITY CHARTER SCHOOL OF THE ARTS
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PI
January 1, 2016 - June 30, 2016
***NOTE:** Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" **OR** '*
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selecte

Total Revenue	**250,000**
Total Expenses	**200,386**
Net Income	**49,614**

	FTE No. of Positions	START-UP PERIOD
EXPENSES		
ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management	1.00	40,000
Instructional Management	-	-
Deans, Directors & Coordinators	1.50	56,250
CFO / Director of Finance	-	-
Operation / Business Manager	0.25	9,375
Administrative Staff	-	-
TOTAL ADMINISTRATIVE STAFF	**3**	105,625
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	-	-
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-
TOTAL INSTRUCTIONAL	**-**	**-**
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
TOTAL NON-INSTRUCTIONAL	-	**-**
SUBTOTAL PERSONNEL SERVICE COSTS	**3**	**105,625**
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		9,506
Fringe / Employee Benefits		12,675
Retirement / Pension		-
TOTAL PAYROLL TAXES AND BENEFITS		**22,181**
TOTAL PERSONNEL SERVICE COSTS	**3**	**127,806**
CONTRACTED SERVICES		
Accounting / Audit		3,000
Legal		500
Management Company Fee		-
Nurse Services		-
Food Service / School Lunch		-

NEW YORK CITY CHARTER SCHOOL OF THE ARTS
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P
January 1, 2016 - June 30, 2016
***NOTE:** Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" **OR** '*
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selecte

Total Revenue	**250,000**
Total Expenses	**200,386**
Net Income	**49,614**

	START-UP PERIOD
Payroll Services	1,080
Special Ed Services	-
Titlement Services (i.e. Title I)	-
Other Purchased / Professional / Consulting	45,000
TOTAL CONTRACTED SERVICES	**49,580**

NEW YORK CITY CHARTER SCHOOL OF THE ARTS
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PI
January 1, 2016 - June 30, 2016
***NOTE:** Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" **OR** '*
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selecte

Total Revenue	**250,000**
Total Expenses	**200,386**
Net Income	**49,614**

	START-UP PERIOD
SCHOOL OPERATIONS	
Board Expenses	1,000
Classroom / Teaching Supplies & Materials	-
Special Ed Supplies & Materials	-
Textbooks / Workbooks	-
Supplies & Materials other	-
Equipment / Furniture	-
Telephone	-
Technology	500
Student Testing & Assessment	-
Field Trips	-
Transportation (student)	-
Student Services - other	-
Office Expense	500
Staff Development	-
Staff Recruitment	3,000
Student Recruitment / Marketing	8,000
School Meals / Lunch	-
Travel (Staff)	-
Fundraising	-
Other	-
TOTAL SCHOOL OPERATIONS	**13,000**
FACILITY OPERATION & MAINTENANCE	
Insurance	5,000
Janitorial	-
Building and Land Rent / Lease	5,000
Repairs & Maintenance	-
Equipment / Furniture	-
Security	-
Utilities	-
TOTAL FACILITY OPERATION & MAINTENANCE	**10,000**
DEPRECIATION & AMORTIZATION	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-
TOTAL EXPENSES	**200,386**
NET INCOME	**49,614**

NEW YORK CITY CHARTER SCHO(
PROJECTED BUDGET / OPERATING PLAN F€RIOD
January 1, 2016 - June 3(
***NOTE:** Please enter financial data on either tab "5.) Pre-OP Cash l"6) Pre-OP Cash Flow 1-Year."*
The pre-opening budget will be for either a 6-Month Period OR a 1-Y€d on tab #1, School Information.

	DESCRIPTION OF ASSUMPTIONS
Total Revenue	
Total Expenses	
Net Income	
REVENUE	
REVENUES FROM STATE SOURCES	
Grants	
Stimulus	
DYCD (Department of Youth and Community Developmt.)	
Other	
Other	
TOTAL REVENUE FROM STATE SOURCES	
REVENUE FROM FEDERAL FUNDING	
Grants	
Charter School Program (CSP) Planning & Implementation	CSP start-up grant of $500k; anticipate earning $150k during pre-opening period
Other	
Other	
TOTAL REVENUE FROM FEDERAL SOURCES	
LOCAL and OTHER REVENUE	
Contributions and Donations	Board Chair will provide a letter of commitment on behalf of the board certifying that the board of trustees and founding team is committed to raising $100,000 during the pre-opening period
Fundraising	
Erate Reimbursement	
Earnings on Investments	
Interest Income	
Food Service (Income from meals)	
Text Book	
OTHER	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	
TOTAL REVENUE	

NEW YORK CITY CHARTER SCHO(
PROJECTED BUDGET / OPERATING PLAN F€RIOD
January 1, 2016 - June 3(

***NOTE:** Please enter financial data on either tab "5.) Pre-OP Cash l'6) Pre-OP Cash Flow 1-Year."*
The pre-opening budget will be for either a 6-Month Period OR a 1-Ye‹d on tab #1, School Information.

		DESCRIPTION OF ASSUMPTIONS
Total Revenue		
Total Expenses		
Net Income		
EXPENSES		
	FTE No. of Positions	
ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management	1.00	Principal to start on January 1 (annualized salary at $80k)
Instructional Management	-	
Deans, Directors & Coordinators	1.50	Director of Integrations and Partnerships to start on January 1 (annualized salary of $75,000), Artistic Director to start on March 1 (annualized salary of $75,000)
CFO / Director of Finance	-	
Operation / Business Manager	0.25	Director of Operations to start 1/2 time on March 1 (annualized salary $75,000)
Administrative Staff	-	
TOTAL ADMINISTRATIVE STAFF	**3**	
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	-	
Teachers - SPED	-	
Substitute Teachers	-	
Teaching Assistants	-	
Specialty Teachers	-	
Aides	-	
Therapists & Counselors	-	
Other	-	
TOTAL INSTRUCTIONAL	**-**	
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	
Librarian	-	
Custodian	-	
Security	-	
Other	-	
TOTAL NON-INSTRUCTIONAL	-	
SUBTOTAL PERSONNEL SERVICE COSTS	**3**	
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		Projected at 9% of total personnel costs
Fringe / Employee Benefits		Projected at 12% of total personnel costs. Includes medical, dental, vision, disability and worker's compensation.
Retirement / Pension		
TOTAL PAYROLL TAXES AND BENEFITS		
TOTAL PERSONNEL SERVICE COSTS	**3**	
CONTRACTED SERVICES		
Accounting / Audit		Accounting/Audit fees
Legal		Expect legal expenses listed here to be complemented by pro-bono legal support from board members
Management Company Fee		
Nurse Services		
Food Service / School Lunch		

NEW YORK CITY CHARTER SCHO(
PROJECTED BUDGET / OPERATING PLAN FERIOD
January 1, 2016 - June 3(
***NOTE:** Please enter financial data on either tab "5.) Pre-OP Cash l"6) Pre-OP Cash Flow 1-Year."*
The pre-opening budget will be for either a 6-Month Period OR a 1-Yed on tab #1, School Information.

	DESCRIPTION OF ASSUMPTIONS
Total Revenue	
Total Expenses	
Net Income	
Payroll Services	$75/payroll (Ceridian) plus $5 per check
Special Ed Services	
Titlement Services (i.e. Title I)	
Other Purchased / Professional / Consulting	Includes $40k for CSBM contracted financial and grant consulting services, $1k for website consultant, $4k for Start Right
TOTAL CONTRACTED SERVICES	

NEW YORK CITY CHARTER SCHO(
PROJECTED BUDGET / OPERATING PLAN F€RIOD
January 1, 2016 - June 3(

***NOTE:** Please enter financial data on either tab "5.) Pre-OP Cash l"6) Pre-OP Cash Flow 1-Year."*
The pre-opening budget will be for either a 6-Month Period OR a 1-Ye‹d on tab #1, School Information.

	DESCRIPTION OF ASSUMPTIONS
Total Revenue	
Total Expenses	
Net Income	
SCHOOL OPERATIONS	
Board Expenses	materials for board meetings
Classroom / Teaching Supplies & Materials	
Special Ed Supplies & Materials	
Textbooks / Workbooks	
Supplies & Materials other	
Equipment / Furniture	
Telephone	
Technology	Allowance for internet service costs
Student Testing & Assessment	
Field Trips	
Transportation (student)	
Student Services - other	
Office Expense	Basic office supplies
Staff Development	
Staff Recruitment	Placing ads on web using Idealist, craigslist, charter Center, attending job fairs, demo lessons
Student Recruitment / Marketing	Printing of applications, flyers, letters, mailings,
School Meals / Lunch	
Travel (Staff)	
Fundraising	
Other	
TOTAL SCHOOL OPERATIONS	
FACILITY OPERATION & MAINTENANCE	
Insurance	Directors and Officers Insurance
Janitorial	
Building and Land Rent / Lease	Anticipate is to incubating in partner CBO space; lease cost includes related to office supplies, furniture, and technology
Repairs & Maintenance	
Equipment / Furniture	
Security	
Utilities	
TOTAL FACILITY OPERATION & MAINTENANCE	
DEPRECIATION & AMORTIZATION	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	
TOTAL EXPENSES	
NET INCOME	

PRE-OPENING CASH FLOW 6-MONTH

NEW YORK CITY CHARTER SCHOOL OF THE ARTS

NOTE:
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."

PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE YEAR FOLLOWING PROPOSAL SUBMISSION
Do NOT complete this section. Complete tab "3.1) Pre-OP Cash Flow 1-Yr."

Total Revenue	**41,667**	**41,667**	**41,667**	**41,667**	**41,667**	**41,667**	**250,000**
Total Expenses	**30,966**	**26,066**	**31,399**	**37,430**	**37,430**	**37,096**	**200,386**
Net Income	**10,701**	**15,601**	**10,268**	**4,237**	**4,237**	**4,570**	**49,614**
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	**10,701**	**15,601**	**10,268**	**4,237**	**4,237**	**4,570**	**49,614**

	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Grants							
Stimulus		-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING							
Grants							
Charter School Program (CSP) Planning & Implementation	25,000	25,000	25,000	25,000	25,000	25,000	150,000
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	25,000	25,000	25,000	25,000	25,000	25,000	150,000
LOCAL and OTHER REVENUE							
Contributions and Donations	16,667	16,667	16,667	16,667	16,667	16,667	100,000
Fundraising	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	16,667	16,667	16,667	16,667	16,667	16,667	100,000
TOTAL REVENUE	**41,667**	**41,667**	**41,667**	**41,667**	**41,667**	**41,667**	**250,000**

PRE-OPENING CASH FLOW 6-MONTH

NEW YORK CITY CHARTER SCHOOL OF THE ARTS

**NOTE:*
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."

PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE YEAR FOLLOWING PROPOSAL SUBMISSION
Do NOT complete this section. Complete tab "3.1) Pre-OP Cash Flow 1-Yr."

Total Revenue		**41,667**	**41,667**	**41,667**	**41,667**	**41,667**	**41,667**	**250,000**
Total Expenses		**30,966**	**26,066**	**31,399**	**37,430**	**37,430**	**37,096**	**200,386**
Net Income		**10,701**	**15,601**	**10,268**	**4,237**	**4,237**	**4,570**	**49,614**
Cash Flow Adjustments		**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance		**-**	**-**	**-**	**-**	**-**	**-**	**-**
Net Income		**10,701**	**15,601**	**10,268**	**4,237**	**4,237**	**4,570**	**49,614**
		JAN	FEB	MAR	APR	MAY	JUN	TOTAL
EXPENSES								
ADMINISTRATIVE PERSONNEL COSTS	FTE No. of Positions							
Executive Management	0.50	6,667	6,667	6,667	6,667	6,667	6,667	40,000
Instructional Management	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	0.75	6,250	6,250	6,250	12,500	12,500	12,500	56,250
CFO / Director of Finance	-	-	-	-	-	-	-	-
Operation / Business Manager	0.13	-	-	-	3,125	3,125	3,125	9,375
Administrative Staff	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	1.38	12,917	12,917	12,917	22,292	22,292	22,292	105,625
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	1.38	12,917	12,917	12,917	22,292	22,292	22,292	105,625
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		1,162.50	1,162.50	1,162.50	2,006.25	2,006.25	2,006.25	9,506
Fringe / Employee Benefits		1,550	1,550	1,550	2,675	2,675	2,675	12,675
Retirement / Pension		-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		2,713	2,713	2,713	4,681	4,681	4,681	22,181
TOTAL PERSONNEL SERVICE COSTS	1.38	15,629	15,629	15,629	26,973	26,973	26,973	127,806
CONTRACTED SERVICES								
Accounting / Audit		-	-	1,500	-	-	1,500	3,000
Legal		-	-	500	-	-	-	500
Management Company Fee		-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-
Payroll Services		170	170	170	190	190	190	1,080
Special Ed Services		-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		7,500	7,500	7,500	7,500	7,500	7,500	45,000
TOTAL CONTRACTED SERVICES		7,670	7,670	9,670	7,690	7,690	9,190	49,580

PRE-OPENING CASH FLOW 6-MONTH

NEW YORK CITY CHARTER SCHOOL OF THE ARTS

**NOTE:*
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."

PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE YEAR FOLLOWING PROPOSAL SUBMISSION
Do NOT complete this section. Complete tab "3.1) Pre-OP Cash Flow 1-Yr."

Total Revenue	**41,667**	**41,667**	**41,667**	**41,667**	**41,667**	**41,667**	**250,000**
Total Expenses	**30,966**	**26,066**	**31,399**	**37,430**	**37,430**	**37,096**	**200,386**
Net Income	**10,701**	**15,601**	**10,268**	**4,237**	**4,237**	**4,570**	**49,614**
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	**10,701**	**15,601**	**10,268**	**4,237**	**4,237**	**4,570**	**49,614**

	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS							
Board Expenses	-	-	1,000	-	-	-	1,000
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-
Technology	-	-	500	-	-	-	500
Student Testing & Assessment	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-
Office Expense	-	100	100	100	100	100	500
Staff Development	-	-	-	-	-	-	-
Staff Recruitment	500	500	1,000	500	500	-	3,000
Student Recruitment / Marketing	1,333	1,333	2,667	1,333	1,333	-	8,000
School Meals / Lunch	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	1,833	1,933	5,267	1,933	1,933	100	13,000
FACILITY OPERATION & MAINTENANCE							
Insurance	5,000	-	-	-	-	-	5,000
Janitorial	-	-	-	-	-	-	-
Building and Land Rent / Lease	833	833	833	833	833	833	5,000
Repairs & Maintenance	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	5,833	833	833	833	833	833	10,000
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-
TOTAL EXPENSES	**30,966**	**26,066**	**31,399**	**37,430**	**37,430**	**37,096**	**200,386**
NET INCOME	**10,701**	**15,601**	**10,268**	**4,237**	**4,237**	**4,570**	**49,614**

PRE-OPENING CASH FLOW 6-MONTH

NEW YORK CITY CHARTER SCHOOL OF THE ARTS

*NOTE:	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE YEAR FOLLOWING PROPOSAL SUBMISSION						
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."	Do NOT complete this section. Complete tab "3.1) Pre-OP Cash Flow 1-Yr."						
Total Revenue	**41,667**	**41,667**	**41,667**	**41,667**	**41,667**	**41,667**	**250,000**
Total Expenses	**30,966**	**26,066**	**31,399**	**37,430**	**37,430**	**37,096**	**200,386**
Net Income	**10,701**	**15,601**	**10,268**	**4,237**	**4,237**	**4,570**	**49,614**
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	**10,701**	**15,601**	**10,268**	**4,237**	**4,237**	**4,570**	**49,614**

	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
CASH FLOW ADJUSTMENTS							
OPERATING ACTIVITIES							
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES							
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-
FINANCING ACTIVITIES							
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-
NET INCOME	**10,701**	**15,601**	**10,268**	**4,237**	**4,237**	**4,570**	**49,614**
Beginning Cash Balance	-						-
ENDING CASH BALANCE	**10,701**	**15,601**	**10,268**	**4,237**	**4,237**	**4,570**	**49,614**

PRE-OPENING CASH FLOW 1-YEAR

NEW YORK CITY CHARTER SCHOOL OF THE ARTS

NOTE:
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."

PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION
January 1, 2016 - June 30, 2016

Total Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE													
REVENUES FROM STATE SOURCES													
Grants													
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING													
Grants													
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE													
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	-	-	-	-	-	-	-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 1-YEAR

NEW YORK CITY CHARTER SCHOOL OF THE ARTS

NOTE:
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."

PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION
January 1, 2016 - June 30, 2016

Total Revenue		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income		-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income		-	-	-	-	-	-	-	-	-	-	-	-	-

	FTE No. of Positions	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
EXPENSES														
ADMINISTRATIVE PERSONNEL COSTS														
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	-	-	-	-	-	-	-	-	-	-
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		-	-	-	-	-	-	-	-	-	-	-	-	-
Fringe / Employee Benefits		-	-	-	-	-	-	-	-	-	-	-	-	-
Retirement / Pension		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	-	-
Legal		-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		-	-	-	-	-	-	-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 1-YEAR

NEW YORK CITY CHARTER SCHOOL OF THE ARTS

NOTE:
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."

PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION
January 1, 2016 - June 30, 2016

Total Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS													
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Development	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	-	-	-	-	-	-	-	-	-	-
FACILITY OPERATION & MAINTENANCE													
Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	-	-	-	-	-	-	-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 1-YEAR

NEW YORK CITY CHARTER SCHOOL OF THE ARTS

***NOTE:**
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."

PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION
January 1, 2016 - June 30, 2016

Total Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-												-
ENDING CASH BALANCE	-	-	-	-	-	-	-	-	-	-	-	-	-

YEAR 1 BUDGET AND ASSUMPTION

NEW YORK CITY CHARTER SCHOOL OF THE ARTS

PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE

JULY 1, 2016 - JUNE 30, 2017

DESCRIPTION OF ASSUMPTIONS

***NOTE:** State assumptions that are being made for the 1-Year Budget in the section provided below.*

Total Revenue	**1,852,789**	**182,792**	**-**	**100,000**	**4,800**	**2,140,381**	
Total Expenses	**1,184,121**	**283,272**	**-**	**15,583**	**583,437**	**2,066,413**	
Net Income	**668,668**	**(100,481)**	**-**	**84,418**	**(578,637)**	**73,968**	
Budgeted Student Enrollment	**102**	**-**				**102**	

			PROGRAM SERVICES			SUPPORT SERVICES			
			REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
REVENUE									
REVENUES FROM STATE SOURCES									
Per Pupil Revenue		Basic Tuition (2015-16)							
PRIMARY School District:	NYC CHANCELLOR'S OFFICE	13,777	1,430,549					1,430,549	See enrollment chart
Other District 1:		-	-					-	
Other District 2:		-	-					-	
Other District 3:		-	-					-	
Other District 4:		-	-					-	
Other District 5:		-	-					-	
Other District 6:		-	-					-	
Other District 7:		-	-					-	
Other District 8:		-	-					-	
Other District 9:		-	-					-	
Other District 10:		-	-					-	
Other District 11:		-	-					-	
Other District 12:		-	-					-	
Other District 13:		-	-					-	
Other District 14:		-	-					-	
Other School Districts' Revenue:	(Weighted Avg.)	-	-					-	
TOTAL Per Pupil Revenue	(Weighted Avg.)	14,025	1,430,549					1,430,549	
Special Education Revenue				105,627				105,627	Assumes 5.2% of students will receive services 20-60% of the time (an additional $10,390 per student) and 2.6% of students will receive services over 60% of the time (an additional $19,049 per student). Total SPED population assumed to be 13% of total population. School would like to serve district average of at least 18% SPED students.
Grants									
Stimulus			-	-	-	-	-	-	
DYCD (Department of Youth and Community Development)			81,758	14,428	-	-	-	96,186	Assumes total allocation of $51,000 plus $443 per student.
Other			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			1,512,307	120,054	-	-	-	1,632,361	
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs			-	2,652	-			2,652	Assumes total allocation of $1,000 per student receiving services over 60% of the time (2.6% of the total student population)
Title I			21,675	3,825	-			25,500	Assuems a total of $500 per ED student (assumes total ED population of 50%).
Title Funding - Other			2,125	375	-			2,500	Assumes total allocation of $2,500
School Food Service (Free Lunch)			42,776	7,549	-			50,325	Assumes 180 days of federal reimbursement for breakfast and lunch- 40% free ($1.93, $3.06), 10% reduced ($1.63, $2.66), 50% full priced ($0.28, $0.36)
Grants									
Charter School Program (CSP) Planning & Implementation			233,750	41,250	-	-	-	275,000	Assumes year 2 of CSP, school will use $275,000 of $500,000 grant.
Other			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			300,326	55,651	-	-	-	355,977	
LOCAL and OTHER REVENUE									

YEAR 1 BUDGET AND ASSUMPTION

NEW YORK CITY CHARTER SCHOOL OF THE ARTS

PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE

JULY 1, 2016 - JUNE 30, 2017

Total Revenue	**1,852,789**	**182,792**	**-**	**100,000**	**4,800**	**2,140,381**	
Total Expenses	**1,184,121**	**283,272**	**-**	**15,583**	**583,437**	**2,066,413**	
Net Income	**668,668**	**(100,481)**	**-**	**84,418**	**(578,637)**	**73,968**	
Budgeted Student Enrollment	**102**	**-**				**102**	

	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	DESCRIPTION OF ASSUMPTIONS
Contributions and Donations	-	-	-	100,000	-	100,000	Contributions and fundraising efforts lead by board of trustees; "Letter of Commitment" to complement $100k fundraising target.
Fundraising	-	-	-	-	-	-	
Erate Reimbursement	-	-	-	-	4,800	4,800	Assumes 50% e-rate reimbursement for monthly internet fees and basic maintenance.
Earnings on Investments	-	-	-	-	-	-	
Interest Income	-	-	-	-	-	-	
Food Service (Income from meals)	33,265	5,870	-	-	-	39,136	Assumes 180 days of state reimbursement for breakfast and lunch- 40% Free ($0.10, $0.06), 10% reduced ($0.16, $0.20), 50% full priced ($0.01, $0.06) . Also anticipate collecting funds from 80% of full priced families.
Text Book	6,891	1,216	-	-	-	8,107	Anticipate receiving per student: NYSTL - $58.25; NYSSL $14.98 - NYSLIB: $6.25
OTHER	-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	40,156	7,086	-	100,000	4,800	152,043	
TOTAL REVENUE	**1,852,789**	**182,792**	**-**	**100,000**	**4,800**	**2,140,381**	

***NOTE:** State assumptions that are being made for the 1-Year Budget in the section provided below.*

YEAR 1 BUDGET AND ASSUMPTION

NEW YORK CITY CHARTER SCHOOL OF THE ARTS

PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE

JULY 1, 2016 - JUNE 30, 2017

Total Revenue		**1,852,789**	**182,792**	**-**	**100,000**	**4,800**	**2,140,381**
Total Expenses		**1,184,121**	**283,272**	**-**	**15,583**	**583,437**	**2,066,413**
Net Income		**668,668**	**(100,481)**	**-**	**84,418**	**(578,637)**	**73,968**
Budgeted Student Enrollment		**102**	**-**				**102**

		PROGRAM SERVICES			SUPPORT SERVICES			
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS	FTE No. of Positions							
Executive Management	-	-	-	-	-	-	-	See staffing tab for assumptions
Instructional Management	1.00	48,450	11,050	-	4,250	21,250	85,000	
Deans, Directors & Coordinators	3.00	150,177	29,139	-	-	44,829	224,145	
CFO / Director of Finance	-	-	-	-	-	-	-	
Operation / Business Manager	1.00	8,500	8,500	-	4,250	63,750	85,000	
Administrative Staff	1.00	5,500	5,500	-	-	44,000	55,000	
TOTAL ADMINISTRATIVE STAFF	6.00	212,627	54,189	-	8,500	173,829	449,145	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	4.00	236,640	35,360	-	-	-	272,000	
Teachers - SPED	1.00	-	60,000	-	-	-	60,000	
Substitute Teachers	-	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	-	
Specialty Teachers	1.00	54,520	8,147	-	-	-	62,667	
Aides	-	-	-	-	-	-	-	
Therapists & Counselors	1.00	52,200	7,800	-	-	-	60,000	
Other	-	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	7.00	343,360	111,307	-	-	-	454,667	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	
Other	0.50	17,400	2,600	-	-	-	20,000	
TOTAL NON-INSTRUCTIONAL	0.50	17,400	2,600	-	-	-	20,000	
SUBTOTAL PERSONNEL SERVICE COSTS	13.50	573,387.44	168,096	-	8,500	173,829	923,812	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		51,604.87	15,128.60	-	765.00	15,644.61	83,143	Assumes payroll taxes at 9% of total salaries.
Fringe / Employee Benefits		74,540	21,852	-	1,105	22,598	120,096	Assumes benefits at 13% of total salaries. Benefits include medical, dental, vision, STD, LTD, and life insurances.
Retirement / Pension		14,335	4,202	-	213	4,346	23,095	Anticipate offering a 2.5% match to staff
TOTAL PAYROLL TAXES AND BENEFITS		140,480	41,183	-	2,083	42,588	226,334	
TOTAL PERSONNEL SERVICE COSTS	13.50	713,867	209,279	-	10,583	216,417	1,150,146	
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	20,000	20,000	Accounting/audit fees
Legal		-	-	-	-	5,000	5,000	Anticipate legal expenses to be complemented by pro-bono legal support from board members.
Management Company Fee		-	-	-	-	-	-	
Nurse Services		34,800	5,200	-	-	-	40,000	Outsourced nurse
Food Service / School Lunch		79,866	11,934	-	-	-	91,800	Estimates based on $5 per student per day through Revolution Foods
Payroll Services		-	-	-	-	3,420	3,420	$75 per payroll plus $5.00 per check
Special Ed Services		-	-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	5,000	5,000	Assumes $5,000 for Title grant management
Other Purchased / Professional / Consulting		15,000	-	-	-	120,000	135,000	Includes $120,000 for CSBM contracted financial services, $15,000 for contracted services including strategic planning and faciliities consulting.
TOTAL CONTRACTED SERVICES		129,666	17,134	-	-	153,420	300,220	

DESCRIPTION OF ASSUMPTIONS

***NOTE:** State assumptions that are being made for the 1-Year Budget in the section provided below.*

YEAR 1 BUDGET AND ASSUMPTION

NEW YORK CITY CHARTER SCHOOL OF THE ARTS

PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE

JULY 1, 2016 - JUNE 30, 2017

Total Revenue	**1,852,789**	**182,792**	**-**	**100,000**	**4,800**	**2,140,381**	
Total Expenses	**1,184,121**	**283,272**	**-**	**15,583**	**583,437**	**2,066,413**	
Net Income	**668,668**	**(100,481)**	**-**	**84,418**	**(578,637)**	**73,968**	
Budgeted Student Enrollment	**102**	**-**				**102**	

DESCRIPTION OF ASSUMPTIONS

***NOTE:** State assumptions that are being made for the 1-Year Budget in the section provided below.*

	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	7,500	7,500	Materials for board meetings and board development, trainings
Classroom / Teaching Supplies & Materials	22,185	3,315	-	-	-	25,500	Anticipate spending $250 per student. Classroom teaching tools supplies and materials (paper goods), art supplies, non-computing technology such as speakers and clocks, classroom enhancements, temporary furniture like rugs, bean bags, reading chairs, and collapsable book shelves
Special Ed Supplies & Materials	-	5,967	-	-	-	5,967	$450 per student for specialized teaching tools such as manipulatives, phonics kits, drills workbooks, flashcards
Textbooks / Workbooks	20,010	2,990	-	-	-	23,000	$8,000 for FOSS Science Curriculum, materials, and textbooks; $15,000 for Connected Math curriculum, workbooks, assessment tools, and technology
Supplies & Materials other	-	-	-	-	-	-	This is all covered in teaching supplies and materials listed above
Equipment / Furniture	1,740	260	-	-	-	2,000	Includes incidental non-capitalized classroom furniture.
Telephone	-	-	-	-	4,000	4,000	Includes school phone and mobile phone for school leaders.
Technology	-	-	-	-	27,600	27,600	Includes monthly internet fee of $300 and $2,000 per month for technology expenses.
Student Testing & Assessment	8,700	1,300	-	-	-	10,000	Achievement Network for students @$7,000, SRI/SMI for @ $3,000
Field Trips	8,874	1,326	-	-	-	10,200	$100/student, trips excluding Vacamas stays such as New York based colleges, museums, parks, and cultural institutions
Transportation (student)	7,987	1,193	-	-	-	9,180	Metrocards for summer program only for year 1 $40 per student, other years will follow DOE Calendar for summer school/summer programs, $50 per student for non-summer programs, i.e. trips
Student Services - other	-	-	-	-	-	-	
Office Expense	-	-	-	-	13,500	13,500	$1,000 per staff member
Staff Development	50,634	7,566	-	-	-	58,200	ANet ($34,000), Community of Unity for SEL ($5,000), The Academy for Teachers ($1,000), Parent Family Home Visit Network ($5,000), Think:Kids ($2,000), The Yellin Center ($2,000), Loisada ($1,200), Young Audiences ($1,000). Instructional staff wanting to opt in to additional PD opportunities will get $1,000 each to do so. Math PD is included in Connected Math curriculum package, ELA PD will be provided by our founding literacy consultant, and FOSS PD is included). Title II will be used to offset some PD opportunities.
Staff Recruitment	3,045	455	-	-	-	3,500	Job fairs, information sessions, recruitment travel expenses
Student Recruitment / Marketing	6,525	975	-	-	-	7,500	Flyers, information sessions, advertisements, web ads
School Meals / Lunch	-	-	-	-	-	-	
Travel (Staff)	-	-	-	-	-	-	Included in professional development expenses
Fundraising	-	-	-	5,000	-	5,000	Moderate expenses to cover cost of fundraising efforts

YEAR 1 BUDGET AND ASSUMPTION

NEW YORK CITY CHARTER SCHOOL OF THE ARTS

PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE

JULY 1, 2016 - JUNE 30, 2017

Total Revenue	**1,852,789**	**182,792**	**-**	**100,000**	**4,800**	**2,140,381**	
Total Expenses	**1,184,121**	**283,272**	**-**	**15,583**	**583,437**	**2,066,413**	
Net Income	**668,668**	**(100,481)**	**-**	**84,418**	**(578,637)**	**73,968**	
Budgeted Student Enrollment	**102**	**-**				**102**	

	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	**DESCRIPTION OF ASSUMPTIONS**
Other	46,980	7,020	-	-	-	54,000	$30k musical performance budget; $24k Vacamas Camp facilities budget
TOTAL SCHOOL OPERATIONS	176,680	32,367	-	5,000	52,600	266,647	
FACILITY OPERATION & MAINTENANCE							
Insurance	-	-	-	-	21,000	21,000	Includes estimate for Directors and Officers and general insurance coverage
Janitorial	-	-	-	-	60,000	60,000	Janitor plus cleaning supplies for school and bathroom supplies
Building and Land Rent / Lease	130,500	19,500	-	-	-	150,000	Anticipate renting 5,000 sq ft at $30 per sq ft for year 1.
Repairs & Maintenance	-	-	-	-	5,000	5,000	Repairs to building (to be specified based on specific needs of building)
Equipment / Furniture	-	-	-	-	-	-	
Security	-	-	-	-	50,000	50,000	Security Guard
Utilities	13,050	1,950	-	-	-	15,000	Assumes $3 per square foot
TOTAL FACILITY OPERATION & MAINTENANCE	143,550	21,450	-	-	136,000	301,000	
DEPRECIATION & AMORTIZATION	20,358	3,042	-	-	-	23,400	Depreciation based on capital expenditures including student and staff computers ($40k), student and staff furniture ($35k), technology installation ($27k), and other leasehold improvements ($15k).
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	25,000	25,000	Mandatory $25k in escrow for first 3 years
TOTAL EXPENSES	**1,184,121**	**283,272**	**-**	**15,583**	**583,437**	**2,066,413**	
NET INCOME	**668,668**	**(100,481)**	**-**	**84,418**	**(578,637)**	**73,968**	

***NOTE:** State assumptions that are being made for the 1-Year Budget in the section provided below.*

YEAR 1 BUDGET AND ASSUMPTION

NEW YORK CITY CHARTER SCHOOL OF THE ARTS

PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE

JULY 1, 2016 - JUNE 30, 2017

Total Revenue	**1,852,789**	**182,792**	**-**	**100,000**	**4,800**	**2,140,381**
Total Expenses	**1,184,121**	**283,272**	**-**	**15,583**	**583,437**	**2,066,413**
Net Income	**668,668**	**(100,481)**	**-**	**84,418**	**(578,637)**	**73,968**
Budgeted Student Enrollment	**102**	**-**				**102**

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: NYC CHANCELLOR'S OFFICE	102					102
Other District 1:	-					-
Other District 2:	-					-
Other District 3:	-					-
Other District 4:	-					-
Other District 5:	-					-
Other District 6:	-					-
Other District 7:	-					-
Other District 8:	-					-
Other District 9:	-					-
Other District 10:	-					-
Other District 11:	-					-
Other District 12:	-					-
Other District 13:	-					-
Other District 14:	-					-
All Other School Districts	-					-
TOTAL ENROLLMENT	**102**					**102**
REVENUE PER PUPIL	**18,165**					**20,984**
EXPENSES PER PUPIL	**11,609**					**20,259**

DESCRIPTION OF ASSUMPTIONS

***NOTE:** State assumptions that are being made for the 1-Year Budget in the section provided below.*

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

NEW YORK CITY CHARTER SCHOOL OF THE ARTS
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
JULY 1, 2016 - JUNE 30, 2017

Total Revenue			**336,029**	**-**	**374,975**	**33,946**	**319,975**	**11,346**	**350,575**	**9,446**	**278,225**	**42,553**	**273,227**	**110,082**	**2,140,381**
Total Expenses			**118,069**	**182,576**	**190,621**	**163,935**	**158,685**	**183,685**	**162,394**	**160,519**	**160,519**	**162,394**	**160,519**	**262,497**	**2,066,413**
Net Income			**217,961**	**(182,576)**	**184,354**	**(129,989)**	**161,290**	**(172,339)**	**188,182**	**(151,073)**	**117,707**	**(119,841)**	**112,709**	**(152,415)**	**73,968**
Cash Flow Adjustments			**(23,400)**	**(23,400)**	**(23,400)**	**(2,600)**	**(2,600)**	**(2,600)**	**(2,600)**	**(2,600)**	**(2,600)**	**(2,600)**	**(2,600)**	**(2,600)**	**(93,600)**
Beginning Cash Balance			**49,614**	**244,174**	**38,198**	**199,152**	**66,562**	**225,252**	**50,313**	**235,894**	**82,222**	**197,328**	**74,888**	**184,996**	**49,614**
Ending Cash Balance			**244,174**	**38,198**	**199,152**	**66,562**	**225,252**	**50,313**	**235,894**	**82,222**	**197,328**	**74,888**	**184,996**	**29,981**	**29,982**
			JUL	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**TOTAL**
REVENUE															
REVENUES FROM STATE SOURCES															
Per Pupil Revenue		Basic Tuition (2015-16)													
PRIMARY School District: NYC CHANCELLOR'S OFFICE		13,777	#########	-	#########	-	#########	-	#########	-	#########	-	#########	-	1,430,549
Other District 1:			-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 2:			-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 3:			-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 4:			-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 5:			-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 6:			-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 7:			-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 8:			-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 9:			-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 10:			-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 11:			-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 12:			-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 13:			-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 14:			-	-	-	-	-	-	-	-	-	-	-	-	-
Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue	(Weighted Avg.)	14,025	238,425	-	238,425	-	238,425	-	238,425	-	238,425	-	238,425	-	1,430,549
Special Education Revenue			17,604	-	17,604	-	17,604	-	17,604	-	17,604	-	17,604	-	105,627
Grants															
Stimulus			-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	-	-	-	-	-	-	96,186	96,186
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES			256,029	-	256,029	-	256,029	-	256,029	-	256,029	-	256,029	96,186	1,632,361
REVENUE FROM FEDERAL FUNDING															
IDEA Special Needs			-	-	-	-	-	-	-	-	-	-	2,652	-	2,652
Title I			-	-	-	-	-	-	5,100	-	12,750	-	5,100	2,550	25,500
Title Funding - Other			-	-	-	-	-	-	500	500	500	500	500	-	2,500
School Food Service (Free Lunch)			-	-	5,032	5,032	5,032	5,032	5,032	5,032	5,032	5,032	5,032	5,032	50,325
Grants															
Charter School Program (CSP) Planning & Implementation			55,000	-	110,000	-	55,000	-	55,000	-	-	-	-	-	275,000
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES			55,000	-	115,032	5,032	60,032	5,032	65,632	5,532	18,282	5,532	13,284	7,582	355,977
LOCAL and OTHER REVENUE															
Contributions and Donations			25,000	-	-	25,000	-	-	25,000	-	-	25,000	-	-	100,000
Fundraising			-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement			-	-	-	-	-	2,400	-	-	-	-	-	2,400	4,800
Earnings on Investments			-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income			-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)			-	-	3,914	3,914	3,914	3,914	3,914	3,914	3,914	3,914	3,914	3,914	39,136
Text Book			-	-	-	-	-	-	-	-	-	8,107	-	-	8,107
OTHER			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			25,000	-	3,914	28,914	3,914	6,314	28,914	3,914	3,914	37,021	3,914	6,314	152,043
TOTAL REVENUE			**336,029**	**-**	**374,975**	**33,946**	**319,975**	**11,346**	**350,575**	**9,446**	**278,225**	**42,553**	**273,227**	**110,082**	**2,140,381**

*** Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7) Year 1 Budget & Assumptions."**

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

NEW YORK CITY CHARTER SCHOOL OF THE ARTS
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
JULY 1, 2016 - JUNE 30, 2017

Total Revenue		**336,029**	**-**	**374,975**	**33,946**	**319,975**	**11,346**	**350,575**	**9,446**	**278,225**	**42,553**	**273,227**	**110,082**	**2,140,381**
Total Expenses		**118,069**	**182,576**	**190,621**	**163,935**	**158,685**	**183,685**	**162,394**	**160,519**	**160,519**	**162,394**	**160,519**	**262,497**	**2,066,413**
Net Income		**217,961**	**(182,576)**	**184,354**	**(129,989)**	**161,290**	**(172,339)**	**188,182**	**(151,073)**	**117,707**	**(119,841)**	**112,709**	**(152,415)**	**73,968**
Cash Flow Adjustments		**(23,400)**	**(23,400)**	**(23,400)**	**(2,600)**	**(2,600)**	**(2,600)**	**(2,600)**	**(2,600)**	**(2,600)**	**(2,600)**	**(2,600)**	**(2,600)**	**(93,600)**
Beginning Cash Balance		**49,614**	**244,174**	**38,198**	**199,152**	**66,562**	**225,252**	**50,313**	**235,894**	**82,222**	**197,328**	**74,888**	**184,996**	**49,614**
Ending Cash Balance		**244,174**	**38,198**	**199,152**	**66,562**	**225,252**	**50,313**	**235,894**	**82,222**	**197,328**	**74,888**	**184,996**	**29,981**	**29,982**
		JUL	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**TOTAL**
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions													
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	1.00	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	85,000
Deans, Directors & Coordinators	3.00	18,679	18,679	18,679	18,679	18,679	18,679	18,679	18,679	18,679	18,679	18,679	18,679	224,145
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	85,000
Administrative Staff	1.00	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	55,000
TOTAL ADMINISTRATIVE STAFF	6.00	37,429	37,429	37,429	37,429	37,429	37,429	37,429	37,429	37,429	37,429	37,429	37,429	449,145
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	4.00	-	22,667	22,667	22,667	22,667	22,667	22,667	22,667	22,667	22,667	22,667	45,333	272,000
Teachers - SPED	1.00	-	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	10,000	60,000
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	1.00	-	5,222	5,222	5,222	5,222	5,222	5,222	5,222	5,222	5,222	5,222	10,445	62,667
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	1.00	-	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	10,000	60,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	7.00	-	37,889	37,889	37,889	37,889	37,889	37,889	37,889	37,889	37,889	37,889	75,778	454,667
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	0.50	-	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	3,333	20,000
TOTAL NON-INSTRUCTIONAL	0.50	-	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	3,333	20,000
SUBTOTAL PERSONNEL SERVICE COSTS	13.50	37,429	76,984	76,984	76,984	76,984	76,984	76,984	76,984	76,984	76,984	76,984	116,540	923,812
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		3,369	6,929	6,929	6,929	6,929	6,929	6,929	6,929	6,929	6,929	6,929	10,489	83,143
Fringe / Employee Benefits		4,865.74	10,007.96	10,007.96	10,007.96	10,007.96	10,007.96	10,007.96	10,007.96	10,007.96	10,007.96	10,007.96	15,150.19	120,096
Retirement / Pension		2,500	-	-	-	-	-	-	-	-	-	-	20,595	23,095
TOTAL PAYROLL TAXES AND BENEFITS		10,734	16,937	16,937	16,937	16,937	16,937	16,937	16,937	16,937	16,937	16,937	46,234	226,334
TOTAL PERSONNEL SERVICE COSTS	13.50	48,163	93,921	93,921	93,921	93,921	93,921	93,921	93,921	93,921	93,921	93,921	162,774	1,150,146
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	20,000	20,000
Legal		417	417	417	417	417	417	417	417	417	417	417	417	5,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	40,000
Food Service / School Lunch		-	-	9,180	9,180	9,180	9,180	9,180	9,180	9,180	9,180	9,180	9,180	91,800
Payroll Services		285	285	285	285	285	285	285	285	285	285	285	285	3,420
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		2,500	-	2,500	-	-	-	-	-	-	-	-	-	5,000
Other Purchased / Professional / Consulting		-	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	22,500	135,000
TOTAL CONTRACTED SERVICES		3,202	11,952	27,632	25,132	25,132	25,132	25,132	25,132	25,132	25,132	25,132	56,382	300,220

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

NEW YORK CITY CHARTER SCHOOL OF THE ARTS
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
JULY 1, 2016 - JUNE 30, 2017

Total Revenue	**336,029**	**-**	**374,975**	**33,946**	**319,975**	**11,346**	**350,575**	**9,446**	**278,225**	**42,553**	**273,227**	**110,082**	**2,140,381**
Total Expenses	**118,069**	**182,576**	**190,621**	**163,935**	**158,685**	**183,685**	**162,394**	**160,519**	**160,519**	**162,394**	**160,519**	**262,497**	**2,066,413**
Net Income	**217,961**	**(182,576)**	**184,354**	**(129,989)**	**161,290**	**(172,339)**	**188,182**	**(151,073)**	**117,707**	**(119,841)**	**112,709**	**(152,415)**	**73,968**
Cash Flow Adjustments	**(23,400)**	**(23,400)**	**(23,400)**	**(2,600)**	**(2,600)**	**(2,600)**	**(2,600)**	**(2,600)**	**(2,600)**	**(2,600)**	**(2,600)**	**(2,600)**	**(93,600)**
Beginning Cash Balance	**49,614**	**244,174**	**38,198**	**199,152**	**66,562**	**225,252**	**50,313**	**235,894**	**82,222**	**197,328**	**74,888**	**184,996**	**49,614**
Ending Cash Balance	**244,174**	**38,198**	**199,152**	**66,562**	**225,252**	**50,313**	**235,894**	**82,222**	**197,328**	**74,888**	**184,996**	**29,981**	**29,982**
	JUL	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**TOTAL**
SCHOOL OPERATIONS													
Board Expenses	-	-	1,875	-	-	-	1,875	-	-	1,875	-	1,875	7,500
Classroom / Teaching Supplies & Materials	6,375	6,375	6,375	708	708	708	708	708	708	708	708	708	25,500
Special Ed Supplies & Materials	497	497	497	497	497	497	497	497	497	497	497	497	5,967
Textbooks / Workbooks	5,750	5,750	5,750	639	639	639	639	639	639	639	639	639	23,000
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	167	167	167	167	167	167	167	167	167	167	167	167	2,000
Telephone	333	333	333	333	333	333	333	333	333	333	333	333	4,000
Technology	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	27,600
Student Testing & Assessment	2,500	2,500	2,500	278	278	278	278	278	278	278	278	278	10,000
Field Trips	-	-	1,020	1,020	1,020	1,020	1,020	1,020	1,020	1,020	1,020	1,020	10,200
Transportation (student)	2,040	2,040	510	510	510	510	510	510	510	510	510	510	9,180
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	3,375	3,375	3,375	375	375	375	375	375	375	375	375	375	13,500
Staff Development	4,850	4,850	4,850	4,850	4,850	4,850	4,850	4,850	4,850	4,850	4,850	4,850	58,200
Staff Recruitment	-	-	-	-	-	-	583	583	583	583	583	583	3,500
Student Recruitment / Marketing	-	-	-	-	-	-	1250	1250	1250	1250	1250	1250	7,500
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	417	417	417	417	417	417	417	417	417	417	417	417	5,000
Other	12,000	12,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	54,000
TOTAL SCHOOL OPERATIONS	40,604	40,604	32,969	15,094	15,094	15,094	18,802	16,927	16,927	18,802	16,927	18,802	266,647
FACILITY OPERATION & MAINTENANCE													
Insurance	5,250	5,250	5,250	5,250	-	-	-	-	-	-	-	-	21,000
Janitorial	-	5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455	60,000
Building and Land Rent / Lease	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	150,000
Repairs & Maintenance	1,250	1,250	1,250	139	139	139	139	139	139	139	139	139	5,000
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	4,545	4,545	4,545	4,545	4,545	4,545	4,545	4,545	4,545	4,545	4,545	50,000
Utilities	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
TOTAL FACILITY OPERATION & MAINTENANCE	20,250	30,250	30,250	29,139	23,889	23,889	23,889	23,889	23,889	23,889	23,889	23,889	301,000
DEPRECIATION & AMORTIZATION	5,850	5,850	5,850	650	650	650	650	650	650	650	650	650	23,400
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	25,000	-	-	-	-	-	-	25,000
TOTAL EXPENSES	**118,069**	**182,576**	**190,621**	**163,935**	**158,685**	**183,685**	**162,394**	**160,519**	**160,519**	**162,394**	**160,519**	**262,497**	2,066,413
NET INCOME	**217,961**	**(182,576)**	**184,354**	**(129,989)**	**161,290**	**(172,339)**	**188,182**	**(151,073)**	**117,707**	**(119,841)**	**112,709**	**(152,415)**	**73,968**
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Example - Add Back Depreciation	5,850	5,850	5,850	650	650	650	650	650	650	650	650	650	23,400
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	5,850	5,850	5,850	650	650	650	650	650	650	650	650	650	23,400
INVESTMENT ACTIVITIES													
Example - Subtract Property and Equipment Expenditures	(29,250)	(29,250)	(29,250)	(3,250)	(3,250)	(3,250)	(3,250)	(3,250)	(3,250)	(3,250)	(3,250)	(3,250)	(117,000)
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	(29,250)	(29,250)	(29,250)	(3,250)	(3,250)	(3,250)	(3,250)	(3,250)	(3,250)	(3,250)	(3,250)	(3,250)	(117,000)
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	**(23,400)**	**(23,400)**	**(23,400)**	**(2,600)**	**(2,600)**	**(2,600)**	**(2,600)**	**(2,600)**	**(2,600)**	**(2,600)**	**(2,600)**	**(2,600)**	**(93,600)**
NET INCOME	**194,561**	**(205,976)**	**160,954**	**(132,589)**	**158,690**	**(174,939)**	**185,582**	**(153,673)**	**115,107**	**(122,441)**	**110,109**	**(155,015)**	**(19,632)**
Beginning Cash Balance	49,614	244,174	38,198	199,152	66,562	225,252	50,313	235,894	82,222	197,328	74,888	184,996	49,614
ENDING CASH BALANCE	**244,174**	**38,198**	**199,152**	**66,562**	**225,252**	**50,313**	**235,894**	**82,222**	**197,328**	**74,888**	**184,996**	**29,981**	**29,982**

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS

***NOTE:** Projected Five Year Budget on this tab should be for the first five years of actual operations.*

NEW YORK CITY CHARTER SCHOOL OF THE ARTS

PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD
2016-17 THROUGH 2020-21

DESCRIPTION OF ASSUMPTIONS

***NOTE:** State assumptions that are being made in the section provided below.*

Total Revenue				**2,140,381**	**3,557,289**	**5,205,800**	**5,222,300**	**5,283,796**	
Total Expenses				**2,066,413**	**3,123,570**	**4,810,941**	**4,992,050**	**5,124,337**	
Net Income (Before Cash Flow Adjustments)				**73,968**	**433,719**	**394,859**	**230,251**	**159,459**	
Budgeted Student Enrollment				**102**	**204**	**306**	**306**	**306**	
				Year 1 2016-17	**Year 2 2017-18**	**Year 3 2018-19**	**Year 4 2019-20**	**Year 5 2020-21**	
REVENUE					**Per Pupil Revenue Percentage Increase**				
REVENUES FROM STATE SOURCES				**1.8%**	**0.0%**	**1.0%**	**0.0%**	**1.0%**	Annual operating budget projected as per the budget legislation passed in March, 2014. Assume 1% increases in years 3 and 5.
Per Pupil Revenue			Basic Tuition (2015-16)						
PRIMARY School District:	NYC CHANCELLOR'S OFFICE		13,777	1,430,549	2,861,097	4,334,562	4,334,562	4,377,908	See enrollment chart
Other District 1:				-	-	-	-	-	
Other District 2:				-	-	-	-	-	
Other District 3:				-	-	-	-	-	
Other District 4:				-	-	-	-	-	
Other District 5:				-	-	-	-	-	
Other District 6:				-	-	-	-	-	
Other District 7:				-	-	-	-	-	
Other District 8:				-	-	-	-	-	
Other District 9:				-	-	-	-	-	
Other District 10:				-	-	-	-	-	
Other District 11:				-	-	-	-	-	
Other District 12:				-	-	-	-	-	
Other District 13:				-	-	-	-	-	
Other District 14:				-	-	-	-	-	
Other School Districts' Revenue:		(Weighted Avg.)	-	-	-	-	-	-	
TOTAL Per Pupil Revenue		(Weighted Avg.)	14,025	1,430,549	2,861,097	4,334,562	4,334,562	4,377,908	
Special Education Revenue				105,627	211,253	316,880	316,880	316,880	Assumes 5.2% of students will receive services 20-60% of the time (an additional $10,390 per student) and 2.6% of students will receive services over 60% of the time (an additional $19,049 per student). Total SPED population assumed to be 13% of total population. School would like to serve district average of at least 18% SPED students.
Grants									
Stimulus				-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)				96,186	-	-	-	-	DYCD only anticipated in year 1
Other				-	-	-	-	-	
Other				-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES				1,632,361	3,072,350	4,651,442	4,651,442	4,694,787	
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs				2,652	5,304	7,956	7,956	7,956	Assumes total allocation of $1,000 per student receiving services over 60% of the time (2.6% of the total student population)
Title I				25,500	51,000	76,500	76,500	76,500	Assuems a total of $500 per ED student (assumes total ED population of 50%).
Title Funding - Other				2,500	2,500	5,000	5,000	5,000	Assumes total allocation of $2,500
School Food Service (Free Lunch)				50,325	100,650	150,974	150,974	150,974	Assumes 180 days of federal reimbursement for breakfast and lunch- 40% free ($1.93, $3.06), 10% reduced ($1.63, $2.66), 50% full priced ($0.28, $0.36)
Grants									
Charter School Program (CSP) Planning & Implementation				275,000	75,000	-	-	-	Assumes total CSP grant of $500,000. Anticipate earning $150k in pre-opening, $275k in year 1, and $75k in year 2
Other				-	-	-	-	-	
Other				-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES				355,977	234,454	240,430	240,430	240,430	
LOCAL and OTHER REVENUE									
Contributions and Donations				100,000	150,000	165,000	181,500	199,650	$100k in year 1, $150k in year 2 growing at 10% per annum subsequently
Fundraising				-	-	-	-	-	
Erate Reimbursement				4,800	6,000	7,200	7,200	7,200	Assumes 50% of internet costs and basic maintenance costs.

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS

***NOTE:** Projected Five Year Budget on this tab should be for the first five years of actual operations.*

NEW YORK CITY CHARTER SCHOOL OF THE ARTS

PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD
2016-17 THROUGH 2020-21

DESCRIPTION OF ASSUMPTIONS

***NOTE:** State assumptions that are being made in the section provided below.*

Total Revenue	**2,140,381**	**3,557,289**	**5,205,800**	**5,222,300**	**5,283,796**	
Total Expenses	**2,066,413**	**3,123,570**	**4,810,941**	**4,992,050**	**5,124,337**	
Net Income (Before Cash Flow Adjustments)	**73,968**	**433,719**	**394,859**	**230,251**	**159,459**	
Budgeted Student Enrollment	**102**	**204**	**306**	**306**	**306**	
	Year 1 2016-17	**Year 2 2017-18**	**Year 3 2018-19**	**Year 4 2019-20**	**Year 5 2020-21**	
Earnings on Investments	-	-	-	-	-	
Interest Income	-	-	-	-	-	
Food Service (Income from meals)	39,136	78,272	117,407	117,407	117,407	Assumes 180 days of state reimbursement for breakfast and lunch- 40% Free ($0.10, $0.06), 10% reduced ($0.16, $0.20), 50% full priced ($0.01, $0.06). Also assumes collecting lunch money from 80% of all full priced student.
Text Book	8,107	16,214	24,321	24,321	24,321	Anticipate receiving per student: NYSTL - $58.25; NYSSL - $14.98 - NYSLIB: $6.25
OTHER	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	152,043	250,486	313,928	330,428	348,578	
TOTAL REVENUE	**2,140,381**	**3,557,289**	**5,205,800**	**5,222,300**	**5,283,796**	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS

***NOTE:** Projected Five Year Budget on this tab should be for the first five years of actual operations.*

NEW YORK CITY CHARTER SCHOOL OF THE ARTS

PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD
2016-17 THROUGH 2020-21

DESCRIPTION OF ASSUMPTIONS

***NOTE:** State assumptions that are being made in the section provided below.*

Total Revenue		**2,140,381**	**3,557,289**	**5,205,800**	**5,222,300**	**5,283,796**	
Total Expenses		**2,066,413**	**3,123,570**	**4,810,941**	**4,992,050**	**5,124,337**	
Net Income (Before Cash Flow Adjustments)		**73,968**	**433,719**	**394,859**	**230,251**	**159,459**	
Budgeted Student Enrollment		**102**	**204**	**306**	**306**	**306**	
		Year 1 2016-17	**Year 2 2017-18**	**Year 3 2018-19**	**Year 4 2019-20**	**Year 5 2020-21**	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	Year 1 No. of Positions						***NOTE:** For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.*
Executive Management	-	-	-	-	-	-	
Instructional Management	1.00	85,000	87,550	90,177	92,882	95,668	
Deans, Directors & Coordinators	3.00	224,145	380,299	541,138	557,372	574,094	
CFO / Director of Finance	-	-	-	80,000	82,400	84,872	
Operation / Business Manager	1.00	85,000	87,550	90,177	92,882	95,668	
Administrative Staff	1.00	55,000	56,650	58,350	60,100	61,903	
TOTAL ADMINISTRATIVE STAFF	6.00	449,145	612,049	859,841	885,636	912,205	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	4.00	272,000	552,160	1,044,725	1,076,067	1,108,349	
Teachers - SPED	1.00	60,000	61,800	123,654	127,364	131,185	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	-	-	-	144,000	148,320	152,770	
Specialty Teachers	1.00	62,667	127,214	256,364	326,722	336,524	
Aides	-	-	-	-	-	-	
Therapists & Counselors	1.00	60,000	61,800	63,654	65,564	67,531	
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	7.00	454,667	802,974	1,632,397	1,744,036	1,796,357	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	40,000	41,200	42,436	
Other	0.50	20,000	40,600	41,818	43,073	44,365	
TOTAL NON-INSTRUCTIONAL	0.50	20,000	40,600	81,818	84,273	86,801	
SUBTOTAL PERSONNEL SERVICE COSTS	13.50	923,812	1,455,623	2,574,056	2,713,945	2,795,363	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		83,143	131,006.10	231,665.05	244,255.03	251,582.68	Payroll taxes projected at 9%
Fringe / Employee Benefits		120,096	189,231.04	334,627.29	352,812.82	363,397.20	Assumes benefits at 13% of total salaries. Benefits include medical, dental, vision, STD, LTD, and life insurances.
Retirement / Pension		23,095	36,391	64,351	67,849	69,884	Anticipate offering a 2.5% match to staff
TOTAL PAYROLL TAXES AND BENEFITS		226,334	356,628	630,644	664,916	684,864	
TOTAL PERSONNEL SERVICE COSTS	13.50	1,150,146	1,812,251	3,204,700	3,378,861	3,480,227	
CONTRACTED SERVICES							
Accounting / Audit		20,000	20,600	21,218	21,855	22,510	Cost for annual audit and 990 preparation. Anticipate 3% annual increase
Legal		5,000	6,000	7,200	8,640	10,368	Anticipates a 20% increase in legal expenses annually. Anticipate legal expenses to be complemented by pro-bono legal support from board members.
Management Company Fee		-	-	-	-	-	
Nurse Services		40,000	41,200	42,436	43,709	45,020	Anticipates 3% increase (wage inflation)
Food Service / School Lunch		91,800	183,600	275,400	275,400	275,400	Estimates based on $5 per student per day through Revolution Foods. Grows with student enrollment.
Payroll Services		3,420	4,320	6,360	6,480	6,480	$75 per payroll plus $5.00 per check
Special Ed Services		-	-	-	-	-	
Titlement Services (i.e. Title I)		5,000	5,000	5,000	5,000	5,000	Assumes $5,000 for Title grant management
Other Purchased / Professional / Consulting		135,000	135,000	40,000	42,000	44,100	Year 1 & 2 - outsourced finance function (CSBM); Year 3 - CFO to start. Years 3-5: other outsourced consulting services: facility, strategic planning
TOTAL CONTRACTED SERVICES		300,220	395,720	397,614	403,084	408,879	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS

***NOTE:** Projected Five Year Budget on this tab should be for the first five years of actual operations.*

NEW YORK CITY CHARTER SCHOOL OF THE ARTS

PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD
2016-17 THROUGH 2020-21

DESCRIPTION OF ASSUMPTIONS

***NOTE:** State assumptions that are being made in the section provided below.*

Total Revenue	**2,140,381**	**3,557,289**	**5,205,800**	**5,222,300**	**5,283,796**	
Total Expenses	**2,066,413**	**3,123,570**	**4,810,941**	**4,992,050**	**5,124,337**	
Net Income (Before Cash Flow Adjustments)	**73,968**	**433,719**	**394,859**	**230,251**	**159,459**	
Budgeted Student Enrollment	**102**	**204**	**306**	**306**	**306**	
	Year 1 2016-17	**Year 2 2017-18**	**Year 3 2018-19**	**Year 4 2019-20**	**Year 5 2020-21**	
SCHOOL OPERATIONS						
Board Expenses	7,500	7,725	7,957	8,195	8,441	Grows at 3% annually; preparing materials, trainings, off-sites
Classroom / Teaching Supplies & Materials	25,500	51,000	76,500	76,500	76,500	Anticipate spending $250 per student. Classroom teaching tools supplies and materials (paper goods), art supplies, non-computing technology such as speakers and clocks, classroom enhancements, temporary furniture like rugs, bean bags, reading chairs, and collapsable book shelves
Special Ed Supplies & Materials	5,967	11,934	17,901	17,901	17,901	$450 per student for specialized teaching tools such as manipulatives, phonics kits, drills workbooks, flashcards
Textbooks / Workbooks	23,000	52,530	78,795	81,158.85	83,593.62	$8,000 for FOSS Science Curriculum, materials, and textbooks; $15,000 for Connected Math curriculum, workbooks, assessment tools, and technology. Future years projected at $250 per student with a 3% annual increase.
Supplies & Materials other	-	-	-	-	-	This is all covered in teaching supplies and materials listed above
Equipment / Furniture	2,000	2,060	2,122	2,185	2,251	Includes incidental non-capitalized classroom furniture. Increased at 3% annually.
Telephone	4,000	5,000	6,250	6,437.50	6,630.63	Includes school phone and mobile phone for school leaders. Grows at 25% annually until school is at full growth. At full growth, cost continues to increase by 3% annually.
Technology	27,600	34,500	43,125	44,419	45,751	Includes monthly internet fee of $300 and $2,000 per month for technology expenses. Grows at 25% annually until school is at full growth. At full growth, cost continues to increase by 3% annually.
Student Testing & Assessment	10,000	12,500	15,625	16,094	16,577	Achievement Network for students @$7,000, SRI/SMI for @ $3,000. Grows by 25% annually until school is at full growth. At full growth, cost continues to increase by 3% annually.
Field Trips	10,200	20,400	30,600	31,518	32,464	$100/student, trips excluding Vacamas stays such as New York based colleges, museums, parks, and cultural institutions. At full growth, cost continues to increase by 3% annually.
Transportation (student)	9,180	10,200	15,300	15,759	16,232	Metrocards for summer program only for year 1 $40 per student, other years will follow DOE Calendar for summer school/summer programs, $50 per student for non-summer programs, i.e. trips. At full growth, cost continues to increase by 3% annually.
Student Services - other	-	-	-	-	-	
Office Expense	13,500	21,000	38,000	39,000	39,000	$1,000 per staff member
Staff Development	58,200	63,200	76,200	77,200	77,200	ANet ($34,000), Community of Unity for SEL ($5,000), The Academy for Teachers ($1,000), Parent Family Home Visit Network ($5,000), Think:Kids ($2,000), The Yellin Center ($2,000), Loisada ($1,200), Young Audiences ($1,000). Instructional staff wanting to opt in to additional PD opportunities will get $1,000 each to do so. Math PD is included in Connected Math curriculum package, ELA PD will be provided by our founding literacy consultant, and FOSS PD is included). Title II will be used to offset some PD opportunities.
Staff Recruitment	3,500	3,675	3,859	4,052	4,254	Job fairs, information sessions, recruitment travel expenses. Anticipates growing at 5% annually.
Student Recruitment / Marketing	7,500	7,875	8,269	8,682	9,116	Flyers, information sessions, advertisements, web ads. Anticipates growing at 5% annually.
School Meals / Lunch	-	-	-	-	-	
Travel (Staff)	-	-	-	-	-	Included in professional development expenses
Fundraising	5,000	5,000	5,000	5,000	5,000	Moderate expenses to cover cost of fundraising efforts

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS

***NOTE:** Projected Five Year Budget on this tab should be for the first five years of actual operations.*

NEW YORK CITY CHARTER SCHOOL OF THE ARTS

PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2016-17 THROUGH 2020-21

						DESCRIPTION OF ASSUMPTIONS
						***NOTE:** State assumptions that are being made in the section provided below.*
Total Revenue	**2,140,381**	**3,557,289**	**5,205,800**	**5,222,300**	**5,283,796**	
Total Expenses	**2,066,413**	**3,123,570**	**4,810,941**	**4,992,050**	**5,124,337**	
Net Income (Before Cash Flow Adjustments)	**73,968**	**433,719**	**394,859**	**230,251**	**159,459**	
Budgeted Student Enrollment	**102**	**204**	**306**	**306**	**306**	
	Year 1 2016-17	**Year 2 2017-18**	**Year 3 2018-19**	**Year 4 2019-20**	**Year 5 2020-21**	
Other	54,000	78,000	102,000	105,060	108,212	$30k musical performance budget; $24k Vacamas Camp facilities budget. Anticipates 3% increase at full growth.
TOTAL SCHOOL OPERATIONS	266,647	386,599	527,502	539,162	549,123	
FACILITY OPERATION & MAINTENANCE						
Insurance	21,000	42,000	63,000	64,890	66,837	Includes estimate for Directors and Officers and general insurance coverage. Growth proportional to school size. Anticipates 3% increase at full growth.
Janitorial	60,000	75,000	93,750	96,563	99,459	Janitor plus cleaning supplies for school and bathroom supplies. Anticipates 25% increase through full growth. Anticipates 3% increase at full growth.
Building and Land Rent / Lease	150,000	300,000	450,000	459,000	468,180	Anticipate renting 5,000 sq ft at $30 per sq ft for year 1, 10,000 sq ft for year 2, 15,000 sq ft for year 3. Continues to increase by 2% at full growth.
Repairs & Maintenance	5,000	6,250	7,813	8,046.88	8,288.28	Repairs to building (to be specified based on specific needs of building). Grows at 25% annually until school is at full growth. At full growth, cost continues to increase by 3% annually.
Equipment / Furniture	-	-	-	-	-	Anticipate all furniture and equipment being fixed assets.
Security	50,000	51,500	5,000	5,150	5,305	Security Guard. Anticipate 3% increase annually. Anticipate bringing in house in year 3 and only needing external support occassionally.
Utilities	15,000	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	301,000	474,750	619,563	633,649	648,069	
DEPRECIATION & AMORTIZATION	23,400	29,250	36,563	37,294	38,040	Depreciation based on capital expenditures including student and staff computers ($40k), student and staff furniture ($35k), technology installation ($27k), and other leasehold improvements ($15k).
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	25,000	25,000	25,000	-	-	School will fund escrow account at $25k each year for first 3 years of operation.
TOTAL EXPENSES	**2,066,413**	**3,123,570**	**4,810,941**	**4,992,050**	**5,124,337**	
NET INCOME	**73,968**	**433,719**	**394,859**	**230,251**	**159,459**	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS

***NOTE:** Projected Five Year Budget on this tab should be for the first five years of actual operations.*

NEW YORK CITY CHARTER SCHOOL OF THE ARTS

PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD
2016-17 THROUGH 2020-21

DESCRIPTION OF ASSUMPTIONS

***NOTE:** State assumptions that are being made in the section provided below.*

Total Revenue	**2,140,381**	**3,557,289**	**5,205,800**	**5,222,300**	**5,283,796**	
Total Expenses	**2,066,413**	**3,123,570**	**4,810,941**	**4,992,050**	**5,124,337**	
Net Income (Before Cash Flow Adjustments)	**73,968**	**433,719**	**394,859**	**230,251**	**159,459**	
Budgeted Student Enrollment	**102**	**204**	**306**	**306**	**306**	
	Year 1 2016-17	**Year 2 2017-18**	**Year 3 2018-19**	**Year 4 2019-20**	**Year 5 2020-21**	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: NYC CHANCELLOR'S OFFICE	102	204	306	306	306	
Other District 1:	-	-	-	-	-	
Other District 2:	-	-	-	-	-	
Other District 3:	-	-	-	-	-	
Other District 4:	-	-	-	-	-	
Other District 5:	-	-	-	-	-	
Other District 6:	-	-	-	-	-	
Other District 7:	-	-	-	-	-	
Other District 8:	-	-	-	-	-	
Other District 9:	-	-	-	-	-	
Other District 10:	-	-	-	-	-	
Other District 11:	-	-	-	-	-	
Other District 12:	-	-	-	-	-	
Other District 13:	-	-	-	-	-	
Other District 14:	-	-	-	-	-	
All Other School Districts	-	-	-	-	-	
TOTAL ENROLLMENT	**102**	**204**	**306**	**306**	**306**	
REVENUE PER PUPIL	**20,984**	**17,438**	**17,012**	**17,066**	**17,267**	
EXPENSES PER PUPIL	**20,259**	**15,312**	**15,722**	**16,314**	**16,746**	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	23,400	29,250	36,563	37,294	38,040	Depreciation based on annual capital expenditures.
Other	-	-	-	-	-	
Total Operating Activities	23,400	29,250	36,563	37,294	38,040	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	(117,000)	(146,250)	(182,812.50)	(186,469)	(190,198.13)	Capital expenditures include student and staff computers ($40k), student and staff furniture ($35k), technology installation ($27k), and other leasehold improvements ($15k). Anticipate 25% increase annually until full growth. Anticipate 2% annual increase at full growth.
Other	-	-	-	-	-	
Total Investment Activities	(117,000)	(146,250)	(182,813)	(186,469)	(190,198)	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	**(93,600)**	**(117,000)**	**(146,250)**	**(149,175)**	**(152,159)**	
NET INCOME	**(19,632)**	**316,719**	**248,609**	**81,076**	**7,300**	
Beginning Cash Balance	49,614	29,982	346,701	595,311	676,386	
ENDING CASH BALANCE	**29,982**	**346,701**	**595,311**	**676,386**	**683,687**	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: NYC CHANCELLOR'S OFFICE							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for NYC CHANCELLOR'S OFFICE School District	Projected Impact (% of Districts Total Budget
Year 1 (2016-17)	102	14,025	1,430,549	201,813	1,632,361	20,478,421	7.971%
Year 2 (2017-18)	204	14,025	2,861,097	211,253	3,072,350	20,478,421	15.003%
Year 3 (2018-19)	306	14,165	4,334,562	316,880	4,651,442	20,478,421	22.714%
Year 4 (2019-20)	306	14,165	4,334,562	316,880	4,651,442	20,478,421	22.714%
Year 5 (2020-21)	306	14,307	4,377,908	316,880	4,694,787	20,478,421	22.926%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	Annual operating budget projected as per the budget legislation passed in March, 2014. Info from 2014-15 proposed budget allocation formula slide deck prepared by the NYC Department of Education (prepared April, 2014).
OTHER NOTES:	

Second Largest Enrollment District: NONE							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Number of Students	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for ??? School District	Projected Impact (% of Districts Total Budget
Year 1 (2016-17)	-	#VALUE!	#VALUE!	-	#VALUE!	-	#VALUE!
Year 2 (2017-18)	-	#VALUE!	#VALUE!	-	#VALUE!	-	#VALUE!
Year 3 (2018-19)	-	#VALUE!	#VALUE!	-	#VALUE!	-	#VALUE!
Year 4 (2019-20)	-	#VALUE!	#VALUE!	-	#VALUE!	-	#VALUE!
Year 5 (2020-21)	-	#VALUE!	#VALUE!	-	#VALUE!	-	#VALUE!

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	
OTHER NOTES:	

Key:
Principal = P
Director of Operations = DOO
Artistic Director = AD
Director of Arts Integration and Culture= DAI
Director of Student Support = DSS
Board of Trustees = BoT
Leadership Team = LT

22 – Action Plan

What follows is an overview of tasks to complete before we welcome our students in the Fall of 2016. This list is not exhaustive – it will evolve and grow.

Facilities

Task	Start Date	End Date	Responsible?
Secure legal counsel	Nov. 2015	Nov. 2015	P
Negotiate and sign lease	Nov. 2015	Dec. 2015	P, BoT
Create leasehold improvement timeline	Dec. 2015	Dec. 2015	P
Prepare building for opening	Jan. 2016	Jan. 2016	P
Move into building	Mar. 2016	Mar. 2016	LT
Retain Security	Mar. 2016	Mar. 2016	P
Make renovations timeline (if applicable)	Mar. 2016	Mar. 2016	P
Set up enrollment room	Mar. 2016	Mar. 2016	P/DOO
Install food service equipment	May 2016	May 2016	DOO
Install AED	Mar. 2016	Mar. 2016	DOO

Enrollment

Task	Start Date	End Date	Responsible?
Develop marketing materials	Dec. 2015	Dec. 2015	P/DOO/DAI
Develop application	Jan. 2016	Jan. 2016	P
Translate materials and applications	Jan. 2016	Jan. 2016	P
Meet with local elementary school counselors	Dec. 2016	Dec. 2016	P/DOO/DAI
Sign up for school fairs all over Lower Manhattan	Jan. 2016	Jan. 2016	P/DOO
Join common application	Feb. 2016	Feb. 2016	P/DOO
Canvas neighborhoods	Feb. 2016	Feb. 2016	P
Meet with local elementary school counselors	Dec. 2016	Dec. 2016	P/DOO
Identify third party witness	Mar. 2016	June. 2016	P/DOO/BOT
Hold lottery	Apr. 2016	Apr. 2016	DOO
Mail admissions and waitlist letters	Apr. 2016	Apr. 2016	DOO
Hold admissions meeting with families	May 2016	May 2016	DOO / P

Hiring

Task	Start Date	End Date	Responsible?
Draft Job Descriptions / Post jobs openings	Jan. 2016	Mar. 2016	P
Enroll in insurance plans	Jan. 2016	Mar. 2016	
Enroll in 403(b)	Dec. 2015	Dec. 2015	

Conduct background checks/make offers	Mar. 2016	July 2016	P/DOO
Make job offers			P
Finalize Staff Handbook	Feb. 2016	Apr. 2016	P

Finance

Task	Start Date	End Date	Responsible?
Secure federal ID	Nov. 2016	Nov. 2016	DOO/CSBM
Draft and approval Financial Policies and Procedures	Nov. 2016	Nov. 2016	DOO/CSBM
Contract CSBM	Nov. 2016	Nov. 2016	P
Secure 501© 3 status	Nov. 2016	Nov. 2016	P
Create chart of accounts	Nov. 2016	Nov. 2016	DOO/CSBM
Establish bank accounts	Nov. 2016	Nov. 2016	DOO/CSBM
Set up accounting system	Nov. 2016	Nov. 2016	DOO/CSBM
Establish 403(b) accounts	January 2016	January 2016	DOO/CSBM
Create reporting calendar	January 2016	January 2016	DOO/CSBM/BOT
Research and select audit firm	January 2016	January 2016	DOO/CSBM/BOT

Professional Development

Task	Start Date	End Date	Responsible?
Create annual PD plan	Nov. 2015	Jan. 2016	P
Create summer orientation agenda	May 2016	May 2016	P
Develop orientation materials	Mar. 2016	Mar. 2016	P
Create observation and feedback protocols and forms	Mar. 2016	Mar. 2016	P
All new staff happy hour	May 2016	May 2016	P
Conduct staff needs assessment	May 2016	May 2016	P

Governance

Task	Start Date	End Date	Responsible?
Negotiate and sign charter agreement	Nov. 2015	Nov. 2015	P/BOT
Adopt by-laws	Nov. 2015	Nov. 2015	BOT
Elect officers	Nov. 2015	Nov. 2015	BOT
Appoint committee chairs	Nov. 2015	Nov. 2015	BOT
Set annual board meeting calendar	Nov. 2015	Nov. 2015	BOT
Adopt school policies	Nov. 2015	Nov. 2015	BOT
Create meeting agendas	Nov. 2015	Nov. 2015	BOT
Establish annual school goals	Nov. 2015	Nov. 2015	ALL

Adopt annual budget	Nov. 2015	Nov. 2015	BOT/P/DOO
Establish leader evaluation process	Nov. 2015	Nov. 2015	BOT