Charter Schools Institute
State University of New York

Charter

HARLEM LINK CHARTER SCHOOL

FINAL CHARTERED AGREEMENT

Section 2852(5) Submission to the Board of Regents

Volume 1 of 3

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Harlem Link Charter School

9/10/2004

Charter Schools Institute
State University of New York

Charter Schools Unit

August 18, 2004

AUG 20 2004

Dr. Lisa L. Long
Regional Associate
Charter Schools Unit
Office of New York City School and Community Services
New York State Education Department
55 Hanson Place, 4th Floor
Brooklyn, New York 11217

Dear Dr. Long:

In response to your request for clarification regarding the application for Harlem Link Charter School, the Charter Schools Institute provides the following.

- A cover letter from the applicant, Steven Evangelista, dated August 16, 2004 (the "Applicant Cover Letter"). The Applicant Cover Letter itemizes each of the Department's concerns in numerical order. Where the Applicant has made amendments to the charter application, the letter so notes and directs the reader to those pages. Where the Applicant has declined to make either recommended or required changes, the letter so notes and either provides explanation or directs the reader to the Institute's comments. .

- Certain revised pages of the charter application, attached to the Applicant Cover Letter. Consistent with Institute practice, where the applicant has made an amendment to a section of the charter application, the entire revised section has been provided. Accordingly, the Department (after reviewing that section) should insert the revised sections into the charter application, discarding in their entirety the sections that have been replaced.

- The instant letter from the Institute (the "Institute Response"). The Institute Response also itemizes in numerical order each of the Department's requests for clarification and summarizes the response. As with the Applicant Cover Letter, it indicates the nature of the response, e.g., applicant has made the requested amendment. In a number of cases, the Institute has advised the applicant not to make the requested change.

The Institute's comments on the Requests for Clarification follow below.

* * *

Item 1
The applicant has revised the first bullet on page three of Attachment 18(a) to indicate that one of the ways in which Harlem Link may implement special education services for students with disabilities would be to provide push-in services, when indicated by a student's IEP. In addition, the applicant has also revised the third bullet to address the issue of students with disabilities receiving the same educational opportunities as students without disabilities. A revised Attachment 18 is submitted hereto.

Item 2
The Institute directs the Department to Attachment 42, Roster of Instructional Staff, where the applicant clearly indicates that each classroom will be staffed with two full-time teachers. Therefore, although the applicant proposes a class size that ranges from 27 - 30 students, with two teachers in each classroom the ratio of students to teachers, at most, would be 15:1. On the advice of the Institute, the applicant has not responded to this request.

Items 3
The applicant has revised page one of Attachment 12(b) to indicate that the reference to "18 more school days" [than NYC public schools] is an approximation. The applicant distinctly states in Attachment 12(a) that "each school year will be at least 200 days" in length. The Institute does not believe any additional clarification is necessary. A revised Attachment 12 is submitted hereto.

Item 4
The Institute finds the Department's inquiry perplexing from two perspectives. First, as in the past, the Institute has encouraged applicants to include a planning year during which they can further refine the proposed charter school's educational program, i.e. curriculum, assessment and instruction, and operational plans. The planning year also allows applicants the opportunity to anticipate issues that may have been overlooked during the application process, as well as to finalize staffing and facility arrangements. Secondly, but equally important, is the need for the school to obtain a provisional charter, or certificate of incorporation, with an immediate effective date in order to handle the school's finances and to finalize arrangements for a facility. Many businesses will not contract with a school that does not have full legal status as a school corporation as evidenced by a provisional charter. We are keenly aware that when a school takes a planning year it will reduce the number of data points available at the time of renewal. However, the University Trustees created "Short-Term Planning Year Renewal" as one of its options to address this situation. Therefore, on the advice of the Institute, the applicant has not responded to this request.

Item 5
The Institute takes issue with the Department's assertion that the applicant has not adequately described the school's plans to ensure that needed staff, curricular materials and facilities to serve English Language Learners(ELL)/Limited English Proficient (LEP) students would be in place and properly used by the proposed charter school. Beginning on page two of Attachment 19, the applicant specifies that one of the co-teachers in one of the two classes at each grade level at Harlem Link Charter School will be an ESL teacher. Based on this staffing plan, the school

will have a greater percentage [50%] of competent staff that are knowledgeable about diverse student populations than most traditional public schools. In addition, the founding team has indicated its awareness that although Spanish may be the most prominent language of immigrants to Harlem, students may speak French, Creole, Bembera, Arabic or other languages. Based on that knowledge, the school is committed to ensuring that its faculty reflects the demographics of its location and may hire more than one bilingual teacher of Hispanic descent. In addition to a high percentage of ESL teachers, the school also plans to hire part-time translators, as needed. [See page five of Attachment 19.]

With regard to professional development, the applicant stated on page two of Attachment 19 that the school will use the expertise of its ESL teachers to inform other staff regarding "ESL identification methods and ESL methodologies." The school's professional development will incorporate elements of ESL teaching strategies that will be helpful to all students when used appropriately. Although the applicant has provided in the application substantial information regarding the proposed school's plans for identifying, placing, instructing, and assessing students who are ELL, as well as communicating with their families, the school would not open until the Fall of 2005. Therefore, during the planning year, the founding team will use the information provided in the Department's request for clarification to further refine its plans and to recruit and hire knowledgeable and competent staff in this area. Therefore, on the advice of the Institute, the applicant has not responded to this request.

Item 6
In the professional opinion of the Institute, the applicant has provided sufficient information. In addition, it is our understanding that charter schools are not subject to the competitive bidding requirements contained in the General Municipal Law. [Per Department counsel] However, the school is required to have adequate fiscal internal controls in place as part of the Initial Statement process within 60 days of the effective date of the charter. The Institute has advised the applicant not to respond to this request.

Item 7
In the Applicant Cover Letter, the applicant has indicated that no related party transactions that result from less-than-arms-length transactions are anticipated.

Item 8
The Department is requesting that the applicant demonstrate that adequate internal controls exist for the protection of school assets. Such a request is premature and demonstrates a clear misunderstanding of the concept of internal controls. For such controls to exist, the school itself must exist and have people in place to implement the internal control process. Further, there is no legal requirement that an applicant document all controls exist as part of the application process. The Institute has advised the applicant not to respond to this request.

[The Institute shares the Department's desire that schools have an appropriate purchasing policy, segregation of duties, and adequate internal controls for the protection of school assets. However, the Institute believes that these issues are addressed more effectively as a part of the "Initial Statement" process rather than in piecemeal fashion as part of the application. Each chartered school must address whether it has documented appropriate internal financial controls

and procedures (among other items) as part of its "Initial Statement" to the Trustees. Subsequently, an agreed-upon procedures engagement performed by an independent certified public accountant is required to assist the Trustees in evaluating the Initial Statement. Follow-up on any deficiencies is monitored by the Institute. Please see paragraph 5.1 of the proposed charter agreement.]

Item 9

The Department raises a concern regarding its interpretation of the school's plans for securing a facility laid out in Attachment 51(b). The Department's interpretation of the school's plan to "...lease space temporarily and move to a new location every couple of years in order to accommodate student body growth and an additional grade level each year... " does not accurately reflect the information provided in the application. The application neither explicitly states nor infers that the school intends to move "every couple of years." Instead the school presents a comprehensive discussion of potential facility options, as well as resources and support available to the school. The Institute is satisfied with the plan for securing a facility provided at Attachment 51(b). However, in the Applicant Cover Letter, the applicant has provided an update regarding its progress in identifying a facility.

Item 10

The Department is seeking clarification to language that has been used by numerous charter school applicants in describing the health services to be provided to new entrants to a charter school. In addition, the Institute directs the Department to review the same paragraph of Attachment 36 where the applicant indicates that the school will work with the "county health department, local school districts, and other appropriate authorities to provide these services." Therefore, the Institute has advised the applicant not to respond to this request.

Items 11 – 13

For learning standard areas for which there is no corresponding performance assessment, the curriculum crosswalk form provided to applicants by the Institute in its Application Kit included this statement: "These standards are not required as part of the performance standards [per §2851(2)(6)]. If the charter school states an intent to meet all of the New York State Learning Standards, the applicant must complete this section." As you are aware, the Institute holds that charter schools are required to meet or exceed the performance standards, therefore applicants would not have to submit curriculum for all of the learning standards unless they specified such in their curriculum. As has been the accepted practice, the Institute advised the applicant to revise Attachment 14 to include the previously accepted assurance: "The charter school will ensure that instruction is provided to students in each of the seven learning standard curriculum areas."

In addition, from the Department's comments, it appears that there is some dissatisfaction with the formatting of the curriculum as submitted by the applicant. The Institute would like to refer the Department to the understanding taken from the meeting of May 20, 2004 between Institute and Department staff regarding the standards for review for this application and the current round of applications. The understanding was that the Department agreed to hold applicants to the State University Board of Trustees to the previous standards and agreements with regard to curriculum, special education and other areas where assurances had previously sufficed. The

application for the Harlem Link Charter School was under review at the time of the May 20th meeting. We understand that the Department will institute its new standards for review, *after review and consideration of concerns raised by the Institute* [which has not occurred at the time of this response].

Regarding the Department's Information/Edification Comments

A – C The applicant appreciates the Department's additional comments. See Applicant Cover Letter.

* * *

Please note that by its signature below the Institute approves of the revisions submitted by the applicant in response to the Department's comments and attests that these "Attachments" and "Exhibits" are hereby incorporated into the proposed charter between the applicant and the State University Board of Trustees and shall be fully binding on the charter school if it comes into being. Moreover, the Attachments and Exhibits submitted hereto shall be deemed to replace in their entirety previous versions of such Attachments and Exhibits, which such previous versions are and shall be null and void

Should you have any question or concerns please do not hesitate to contact my office. Thank you.

Sincerely,

Jennifer G. Sneed, Ph.D.
Vice President for Applications

Enclosures

c: James D. Merriman
Sheila Evans-Tranumn
Ira Schwartz
Steven Evangelista

Harlem Link Charter School

LINKING ACADEMICS, VALUES AND COMMUNITY

August 16, 2004

VIA FEDERAL EXPRESS
Mr. James D. Merriman IV
Executive Director
Charter Schools Institute
74 North Pearl Street, 4th Floor
Albany, NY 12207

Re: Charter School Application for the Harlem Link Charter School

Dear Mr. Merriman:

In response to the letter from the State Education Department, dated August 5, 2004 seeking clarification or amendment of the application for the Harlem Link Charter School, we submit the following responses or amendments to the application. Pursuant to the Institute's advice and recommendation, we have responded only to certain items. Where we have not responded, we have referred the reader to the Institute's response, which we understand will accompany our present submission. Our responses follow below.

Responses to August 5, 2004 letter.

Item 1
Consistent with our understanding that the school's role is to provide special education services and not to determine them by evaluating students, Harlem Link fully intends to implement student IEPs as written. In revising Attachment 18(a), we have made that intention explicit.

Regarding Enrichment, all students will participate in weekly computers and physical fitness activities during this time. At other times during the week, the Special Education Teacher/Coordinator may decide to use Enrichment for small-group or one-on-one instruction according to students' IEPs. As *all* students will be participating in differentiated small group activities for review or extension during Enrichment time, special education students will not be losing access to the curriculum available to other students. A revised Attachment 18 is submitted hereto.

Item 2
Please refer to the Institute's response to this item.

Item 3
Harlem Link's school year will consist of a minimum of 200 days. The notion that the school will have 18 more school days than New York City public schools is an approximation used for comparison purposes only. A revised Attachment 12 is submitted hereto.

Item 4
Please refer to the Institute's response to this item.

Item 5
Please refer to the Institute's response to this item.

Item 6
Please refer to the Institute's response to this item.

Item 7
As each proposed school Trustee has affirmed individually in Attachment 26, Harlem Link does not anticipate conducting any transactions as a result of a less than arm's length relationship.

Item 8
Please refer to the Institute's response to this item.

Item 9
In response to this item, we would like to highlight the deliberate, thorough process we are employing to identify a temporary facility. While for the first two years of the charter finding a permanent facility is less a priority than building a strong infrastructure, we do not plan on moving "every couple of years." However, consistent with our conservative budgeting practices, we have prepared for that worst case scenario.

Since submitting the application to the Charter Schools Institute, our Facilities Committee has visited two potentially viable though less than ideal facilities formerly used by charter schools for temporary space—former sites of Amber Charter School on Lenox Avenue (currently leased but unused by the NBA Players' Association) and Sisulu Charter School on Manhattan Avenue (owned by the Police Athletic League and to be vacant during the day). We have also spoken with the former school leaders of the John A. Reisenbach Charter School, who informed us of the possibility of transferring its lease to a new charter school. In addition, with the explicit support of Chancellor Joel Klein (with whom I spoke in April), we continue to work with the New York City Department of Education on utilizing temporary space in Region 10. This latter option, while not a guarantee, would most likely allow us to grow into the space for perhaps the entire life of the charter should we need to, as we build capacity to prepare for a permanent space.

Harlem Link Charter School

LINKING ACADEMICS, VALUES AND COMMUNITY

In addition to West Harlem Group Assistance and Local Initiative Support Corporation, both cited in our March 1 application, Harlem Link is also now receiving informal assistance form several Harlem real estate brokers.

These efforts have occurred prior to the beginning of our full-fledged facility search, which will include hiring a facilities consultant such as Civic Builders and is scheduled to begin following our filing for a 501c3 exemption.

Item 10
Please refer to the Institute's response to this item.

Item 11
Please refer to the Institute's response to this item.

Item 12
Please refer to the Institute's response to this item.

Item 13
Please refer to the Institute's response to this item.

Additional comments
We appreciate the support of the State Education Department in the provision of additional information regarding disciplinary procedures and special education law. We will certainly incorporate these comments into our school practices and in-service professional development, and look forward to working with the department in the future for clarification of issues where more information would help us comply with the law.

* * *

Please be advised that in submitting to the Institute the enclosed amendments to the charter application for the Harlem Link Charter School, I, by my signature below, hereby give my consent and agreement that such enclosed amended "Attachments" or "Exhibits" shall be incorporated into the proposed charter between me and the State University Board of Trustees and shall be fully binding on the charter school if it comes into being. I further agree and consent that the Attachments and Exhibits submitted hereto shall be deemed to replace in their entirety previous versions of such Attachments and Exhibits, which such previous versions are and shall be null and void.

Sincerely,

Steven Evangelista

Enclosures

12.(a) Proposed School Calendar

Provide a copy of the proposed school's calendar in the first year of its operation. The calendar must indicate the number of days of instruction that the school will offer.

Classes at Harlem Link will begin after Labor Day every year. To prepare for the first school year, the staff will report for two weeks in July and during the last two weeks in August. For two weeks in July the staff will spend its time team building, planning units of study, and deciding upon math and literacy diagnostics. In August Co-Teachers will take one week to administer these diagnostics to each student and evaluate the results. During the last week of August, faculty and staff will begin setting up classrooms, finalize planning for the first four-to-six week units of study for each subject area, and meet to discuss various topics such as school procedures, routines, and discipline code. In subsequent years of the charter, when baseline assessments will have been administered in the spring, the staff will report two weeks before the beginning of school.

In addition to the extra time, Harlem Link's calendar will have other unique features. Throughout the year, students will participate in nineteen Fieldwork days. Fieldwork will extend the units of study through cultural activities, learning projects, or community service within the New York City boroughs, especially in Harlem. The Dean of Students, Families and Community will plan each Fieldwork day, coordinating with teachers about their units of study. The Dean and the Co-Teachers, who will rotate supervision of the trips, and several family volunteers will attend each trip, ensuring that there will be plenty of supervision for children. Co-Teachers will take turns supervising Fieldwork so that each teacher will have at least two out of every three fieldwork days to devote to planning or professional development: evaluating assessments given during the units of study; creating an action plan for reteaching; planning for the next units of study; and observing instruction at exemplary schools around New York City.

In addition the school will close for three recesses during the year: the first recess will be two weeks long at the end of December and during the first week in January; the next will be a week-long in February; and the last recess for the year will be a week in April. Harlem Link will also recognize the following national holidays: Columbus Day, Veterans Day, Christmas, New Years, Martin Luther King Day, President's Day, Memorial Day, and Independence Day. The school year will end on July 14, 2006 for a total of 201 days in the first school year. Each school year will be at least 200 days.

The expected school calendar for 2005-2006 is shown in chart form beginning on the next page.

July 2005				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
				1
4	5	6	7	8
11	12	13	14	15
16 Teachers report	19 Teachers report	20 Teachers report	21 Teachers report	22 Teachers report
25 Teachers report	26 Teachers report	27 Teachers report	28 Teachers report	29 Teachers report

August 2005				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22 Diagnostics Week	23 Diagnostics Week	24 Diagnostics Week	25 Diagnostics Week	26 Diagnostics Week
29 Set-up	30 Set-up	31 Set-up		

September 2005 (19 school days)				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
			1 Set-up	2 Set-up
5 LABOR DAY	6 FIRST DAY OF SCHOOOL	7	8	9
12	13	14	15	16
18	20	21	22	23
24 Parent Conferences	25 Parent Conferences	26	27	28 Fieldwork

	October 2005 (25 school days)			
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
3	4	5	6	7
8	9	10	11	12 Fieldwork
10 COLUMBUS DAY SCHOOL CLOSED	11	12	13	14
17	18	19	20	21 Fieldwork
24	25	26	27	28
31				

	November 2005 (19 school days)			
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
	1	2	3	4 Fieldwork
7	8	9	10	11 VETRANS DAY SCHOOL CLOSED
14	15	16	17	18 Fieldwork
21	22	23	24 THANKSGIVING SCHOOL CLOSED	25 THANKSGIVING SCHOOL CLOSED
28 Parent Conferences	29 Parent Conferences	30		

	December 2005 (17 school days)			
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
			1	2 Fieldwork
5	6	7	8	9
12	13	14	15	16 Fieldwork
19	20	21	22	23
26 WINTER RECESS	27 WINTER RECESS	28 WINTER RECESS	29 WINTER RECESS	30 WINTER RECESS

	January 2006 (16 school days)			
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
2 WINTER RECESS	3 WINTER RECESS	4 WINTER RECESS	5 WINTER RECESS	6 WINTER RECESS
9	10	11	12	13 Fieldwork
16 MARTIN LUTHER KING DAY SCHOOL CLOSED	17	18	19	20
23	24	25	26	27 Fieldwork
30	31			

	February 2006 (15 school days)			
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
		1	2	3
6	7	8	9	10 Fieldwork
13	14	15	16	17
20 PRESIDENT'S DAY SCHOOL CLOSED	23 RECESS	22 RECESS	23 RECESS	24 RECESS
27	28			

	March 2006 (23 school days)			
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
		1 Parent Conferences	2 Parent Conferences	3
6	7	8	9	10 Fieldwork
13	14	15	16	17
20	21	22	23	24 Fieldwork
27	28	29	30	31

	April 2006 (15 school days)			
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
3	4	5	6	7 Fieldwork
10 SPRING RECESS	11 SPRING RECESS	12 SPRING RECESS	13 SPRING RECESS	14 SPRING RECESS
17	18	19	20	21 Fieldwork
24	25	26	27	28

	May 2006 (22 school days)			
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
1	2	3	4	5 Fieldwork
8	9	10	11	12
15	16	17	18	19 Fieldwork
22	23	24	25	26
29 MEMORIAL DAY SCHOOL CLOSED	30	31		

	June 2006 (22 school days)			
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
			1	2 Fieldwork
5	6	7	8	9
12	13	14	15	16 Fieldwork
19	20	21	22	23
26	27	28	29	30

	July 2006 (8 school days)			
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
3 SCHOOL CLOSED	4 INDEPENDENCE DAY; SCHOOL CLOSED	5 *Parent Conferences*	6 *Parent Conferences*	7 Fieldwork
10	11	12	13	14 Last Day of School
17	18	19	20	21
24	25	26	27	28
31				

12.(b) Sample Schedule

Provide the minimum number of hours/minutes per week the school will devote to core academic subjects in each grade, i.e. language arts, mathematics, science, social studies, technology studies; the length of the school day (including the approximate start and dismissal times of the school day); and a sample schedule.

Harlem Link will have an extended school day from 8:30 am-3:30 pm. Since a typical New York City public school day goes from 8:30 am-3:00 pm and considering approximately 18 more school days, Harlem Link will provide about 20% more instructional time than the district public schools.

The following tables illustrate sample daily schedules for kindergarten, first and second grades, and third and fourth grades:

	KINDERGARTEN
8:00-8:30	Breakfast (optional)
8:30-8:50	School Assembly three times a week and classroom Community Circle twice a week
8:50-9:05	Calendar Math
9:05-9:30	ELA : Literacy Centers/ELA (whole group reading, guided reading, book sharing, dramatization)
9:30-10:00	ELA: SSR (Silent Sustained Reading) and conferencing (15 min) Word Study (15 min)
10:00-10:30	ELA: Writer's Workshop
10:30-10:50	SNACK/Bathroom
10:50-11:10	ELA: Read Aloud/Shared Reading
11:10-11:30	Music/Physical Education: Song, games, finger plays, movement, rhythms.
11:30-12:30	LUNCH AND PLAYTIME
12:30-1:00	Rest or quiet time: nap, look at books or listen to music
1:00-1:45	Math Workshop
1:45-2:00	SNACK TIME
2:00-2:15	Physical Education: Large muscle development, physical activities, motor coordination games.
2:15-2:45	Discover Science or Discover Social Studies
2:45-3:15	Enrichment (dress up, art, word work, ELA or math games, library, computers, small group instruction)
3:15-3:30	Meeting: Sharing work of the day, discussing homework, next-day, and routines.
3:30	Dismissal

	FIRST AND SECOND GRADES
8:00-8:30	Breakfast (optional)
8:30-8:50	School Assembly three times a week and classroom Community Circle twice a week
8:50-9:05	Calendar math
9:05-10:05	ELA: Reading Workshop (SSR (Silent Sustained Reading) and conferencing (20 min), Guided Reading (20 min), and Read Aloud (20 min))
10:05-10:30	ELA: Word Study
10:30-11:30	ELA: Writing Workshop
11:30-12:15	Enrichment
12:15-1:15	Lunch and Recess
1:15-2:30	Math Workshop
2:30-3:20	Discover Science or Discover Social Studies
3:20-3:30	Dismissal

	THIRD AND FOURTH GRADES
8:00-8:30	Breakfast (optional)
8:30-8:50	School Assembly three times a week and classroom Community Circle twice a week
8:50-9:05	Calendar math
9:05-10:05	ELA: Reading Workshop (SSR (Silent Sustained Reading) and conferencing (20 min), guided reading or Literature Circles (25 min), and Read Aloud (20 min))
10:05-10:30	ELA: Word Study
10:30-11:30	ELA: Writing Workshop
11:30-12:15	Enrichment
12:15-1:15	Lunch and Recess
1:15-2:30	Math Workshop
2:30-3:20	Discover Science or Discover Social Studies
3:20-3:30	Dismissal

Summary of Core Subject Areas

School Assemblies: Twice a week the whole school community (students, faculty and staff, Co-Directors, and families) will come together for Assemblies. Assemblies will build a common culture, share and teach values, celebrate families, and host role models to come and speak to the school. They may include the following activities: teachers may highlight exceptional students of the week; students may showcase to the school something they have created (e.g. poem, essay, artwork, a project); the staff may remind students about procedures or rules; a guest speaker may give a presentation (e.g. talk about his/her career, talk to students about conflict resolution, etc.).

Community Circle: At this time, three days per week, teachers and their students will meet in their classrooms for discussions and/or community building activities. During Community Circle students will develop social skills and trust for one another within the safety of their own classrooms, and will learn what it means to be articulate. This will also be a time for students to build language skills, such as through a "saying of the week" or idioms taken from E.D. Hirsch's Core Knowledge program. At the beginning of each year, teachers will spend a great deal of time teaching students the structure and process of having safe discussions (see Exhibit H for examples).

ELA: English Language Arts (ELA) will be a daily literacy block for Reading Workshop (Sustained Silent Reading, Read Aloud, Guided Reading), Word Study (Phonics, Phonemic awareness, Spelling, and Vocabulary Development and Analysis), and Writing Workshop (Shared Reading, Shared Writing, Independent Writing, Sharing).

Calendar Math: In the morning students will engage in a brief session with their teacher about the calendar. Teachers will plan this time very carefully to incorporate discussions and practice of math skills that students are working on over the course of a week.

Math Workshop: Students will participate in a daily skills building through drills and concept development of targeted standards through Investigations.

Discover Science and Discover Social Studies: These subjects will rotate every other unit with students spending a concentrated 4-6 weeks with each thematic unit. Both subjects involve activities and projects that address skills and content. Students will also read literature that connects these subject areas during ELA.

Enrichment: This block will be a time set aside for weekly academic, re-teaching and fitness rotations: each day groups of students will rotate between computer technology instruction, tutoring in reading, math or phonics, or extensions (e.g. projects or more challenging assignments). Once a week, each class, led by a Co-Teacher, will have a physical fitness class with structured activities.

The chart on the next page shows a breakdown of how many minutes Harlem Link will devote to each core subject area. In grades 1-4 approximately 80% of the school week will be devoted to the core subject areas, while in kindergarten approximately 55% of the time will be spent with the core subjects. Please note that kindergarten times are estimated since children will rotate between various core subject area activities during Enrichment and Literacy Centers. In addition, the schedule reflects less time devoted to the core subjects because the school sees kindergarten as a balance between engaging in academics, developing and refining motor skills, learning to socialize, and generally becoming school ready. The kindergarten schedule (see table above) reflects these pedagogical approaches.

Minimum Number of Minutes per Week in the Core Subject Areas

Subject	Kindergarten	Grades 1-4
ELA	525	725
Math	300	450
Discover Social Studies	75	125
Discover Science	75	125
Enrichment/Computer Technology	150	180
Physical Education	75	45

In addition, Harlem Link has a goal of extending the school day from 8:30 am to 5:30 pm with 3:30 pm to 5:30 pm as a time for an arts and extracurricular block. The school will attempt through fundraising to secure these funds so that Link can partner with Harlem institutions to come to the school during the Extended Day period and provide hands-on arts instruction and structured physical fitness for the students. Regardless of the Extended Day, teachers will integrate the arts into the curriculum in each subject area.

18(a). Students with Disabilities

Provide the proposed school's methods and strategies for serving students with disabilities in compliance with all federal laws and regulations relating thereto.

Approach to Students with Disabilities

Harlem Link will educate students with disabilities in the least restrictive environment, with their non-disabled peers to the extent appropriate and allowed by each student's Individualized Education Plan (IEP) prepared by the Committee on Special Education (CSE) of the students' district of residence and all applicable federal laws, including the Individuals with Disabilities Act (IDEA). As stated in its Admission Policy provided in Attachment 31, the School shall not discriminate in admission and enrollment practices on the basis of a student having or suspected of having a disability.

To the maximum extent appropriate, students with disabilities will be educated in regular classrooms with non-disabled students. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

To the maximum extent appropriate, students with disabilities will, likewise, have an equal opportunity to participate in and, where appropriate, receive credit for, nonacademic, extracurricular programs, services, and activities with students in the regular education program. Students with disabilities will receive the same notices concerning school-sponsored programs, activities, and services as other students. Such programs, services, and activities may include, but are not limited to:

- art and music
- counseling services
- field trips
- student councils
- recess and physical education
- health services
- whole school activities
- school-sponsored clubs or groups
- transportation
- recreational activities

Student Referrals

Any student suspected of having a disability will be referred in writing to the chairperson of the CSE of the student's district of residence for an individual evaluation and determination of eligibility for special education programs and services. Referrals to the CSE may be made by any professional staff member or by the Student Support Team (SST), which will consist of the Special Education Teacher/Coordinator, Social Worker, Nurse, and Co-Director for Instruction and will be convened for the purpose of assisting children having difficulty meeting the school standards.

Referrals will: (1) state the reasons for the referral and include any test results, records or reports upon which the referral is based, if any; (2) describe any attempts to remediate the student's performance prior to the referral, including any supplementary aids or support services provided for this purpose, if any; and (3) describe the extent of parental contact or involvement prior to the referral. A copy of such referral along with the procedural safeguards notice described in 34 CFR §300.504 will also be sent to the student's parents.

Harlem Link will adhere to, and implement, the processes and procedures required by the IDEA and other applicable law, as stipulated in Attachment 18(b).

Finally, Harlem Link may contract with additional service providers or hire additional staff as needed to meet the needs of its special education students as indicated on student IEPs.

Individual Education Plan (IEP)

Initial evaluations, reevaluations, and revisions of IEPs, and the procedures relating to this process, are the responsibility of the local educational agency – which in New York is the school district of a student's residence (*see* 34 CFR §§300.22, 300.312 and 300.340 *et al.*). Harlem Link will implement the IEP developed by the CSE of the student's district of residence for each student with a disability, and will cooperate with the student's district of residence to ensure that all services as recommended in that IEP are provided to the student. To further support each student, Harlem Link will provide substitute coverage for the Special Education Teacher/Coordinator and the general education teacher as necessary to ensure that they are able to attend all CSE meetings.

Implementation

At the time of the submission of this application, it is unclear precisely what special education services will be necessary to meet the needs of students who will attend Harlem Link, since the student population has not yet been determined. Nonetheless, Harlem Link will make best efforts to ensure that the special education programs and services as indicated on each student's IEP will be provided directly to the student during school hours. To the extent that a student's specialized needs cannot be met by the school, it may seek to have those needs met by the district of residence.

Implementing student IEPs will be a joint effort on the part of the staff with the Special Education Teacher/Coordinator providing mandated services based on each student's IEP goals and the general education teachers supporting each special education student in the classroom through a co-teaching model which allows for more individualized attention. The following are specific ways in which Harlem Link may implement special education services for student success:

- the Special Education Teacher/Coordinator will provide push-in services to classrooms containing special education students when indicated by the students' IEP. These services could include team teaching during a class period with the Co-Teachers, working with students in small groups with guided instruction, or could include working with one student on a particular skill;
- the Special Education Teacher/Coordinator will have a designated area to work with individuals or groups of students for pull out services;
- the Special Education Teacher/Coordinator can schedule one-on-one or intensive or small group instruction during Enrichment time for students with IEPs that require pull-out services, while the rest of the students are working with the general education teachers. While all students will participate in weekly computer and physical fitness instruction sessions during Enrichment time, special education students may receive services indiciated on their IEPs during the other, nonspecified Enrichment times; and
- based on ongoing assessments, the staff will be able to plan and build in time for any intensive re-teaching during the unit cycle.

If necessary and feasible, Harlem Link will also contract with appropriately certified or licensed individuals to provide services under our direction. The services to be provided may include, but are not limited to:

- Speech language pathology and audiologist services;
- Psychological services;
- Physical and occupational therapy;
- Recreation, including therapeutic recreation;
- Early rehabilitation counseling;
- Orientation and mobility services;
- Diagnostic and/or evaluative medical services; or
- Student and/or parent counseling.

As noted above, if Harlem Link is unable to directly provide services to the extent necessary, the school will rely on the school district of the student's residence to provide services.

Collaborative Structure

In order consistently provide services according to each student's IEP, the general education Co-Teachers and the Special Education Teacher/Coordinator will need time and structure for ongoing collaboration.[1] Since the school is committed to following a very detailed, standards-based curriculum that requires careful planning, Harlem Link intends to implement a school schedule that builds in time for teachers to meet and plan, such as the following:

- In teaching together and having alternating preparation times, Co-Teachers will have ample time to observe each other and other teachers interacting with Special Education students.
- Teachers will rotate supervising students during the nineteen days of Fieldwork throughout the year. Teachers who are not supervising will come together to assess student progress during the unit's cycle, while analyzing each student's ILP. At the same time the Special Education Teacher/Coordinator, while collaborating with the general education teachers, will also evaluate each special education student's performance based upon his or her annual IEP goals.
- While Harlem Link's regular school hours are from 8:30-3:30, teachers will remain at school until 5:30 pm four days per week. This gives teachers more time for collaborative planning, professional development, and meetings with one another, the Special Education Teacher/Coordinator, or the Co-Director for Instruction.

[1] McLaughlin, Margaret and Nolet, Victor (2000). *Accessing the General Curriculum*. Thousand Oaks, CA: Corwin Press

18.(b) Special Education Assurances

Please provide the following assurances regarding the provision of special education and other services to children enrolled in the proposed charter school.

The Board of Trustees of the Harlem Link and all of its employees and volunteers hereby assure that:

- Harlem Link will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.

- Harlem Link will, consistent with applicable law, work with LEA school districts to ensure that all students with disabilities that qualify under the IDEA:

    - Have available a free appropriate public education (FAPE);
    - Are appropriately evaluated;
    - Are provided with an IEP;
    - Receive an appropriate education in the least restrictive environment;
    - Are involved in the development of and decisions regarding the IEP, along with their parents; and
    - Have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school's or school district's provision of FAPE.

- Harlem Link will employ, at a minimum, a properly certified individual as Special Education Teacher/Coordinator, whose responsibilities will include but not be limited to: providing instruction to a limited number of special education students according to IEPs (with another Special Education certified teacher being hired in the event that the coordinator's caseload is too high); coordinating with the CSE of each child's district of residence; providing information to and obtaining information from CSEs as needed throughout the year; determining if entering students have IEPs; working with CSEs and school districts to ensure that all required special education and related services are being provided, and that all IEPs are appropriate in the context of the school setting; conducting workshops for staff on special education issues. Harlem Link may require the Special Education Teacher/Coordinator to take on additional administrative and teaching duties, to the extent that they do not interfere with the coordination responsibilities, to ensure the school's compliance with the IDEA, section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

- Harlem Link will make available, as required by law, a student's regular education Co-Teachers and any special education teachers (and other required school personnel) for meetings convened by such student's CSE.

- Harlem Link will ensure that parents of special education children are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of regular education children.

- Harlem Link will abide by the applicable provisions of IDEA and the Family Educational Rights Privacy Act of 1974 in order to ensure that data regarding students with disabilities is retained and kept confidential, including having procedures for maintaining files in a secure and locked location with limited access.

- Harlem Link's Special Education Teacher/Coordinator will retain such data and prepare such reports as are needed by each disabled child's school district of residence or the State Education Department in order to permit such entities to comply with federal law and regulations.

- Harlem Link will comply with its obligations under the Child Find requirements of IDEA, including 34CFR § 300.125, and will provide appropriate notification to parents in connection therewith, including notifying them prior to providing a child's name to a CSE for potential evaluation.

- Harlem Link will not convene its own CSE, make evaluations of children suspected of being disabled, create IEPs, reevaluate or revise existing IEPs or conduct due process hearings. The school understands that these responsibilities are left solely to the CSE of the student's district of residence.

- Appropriate Harlem Link personnel will attend such training and technical assistance seminars regarding the education and servicing of special education students as is required by the State University of New York's Charter Schools Institute, including those sponsored by the State Education Department.

Charter Schools Institute
State University of New York

Charter Schools Unit

JUL 12 2004

HARLEM LINK CHARTER SCHOOL

Section 2852(5) Submission to the Board of Regents

74 North Pearl Street, 4th Floor, Albany, New York 12207 • Phone: (518) 433-8277 • Fax: (518) 427-6510
www.newyorkcharters.org

Charter Schools Institute
State University of New York

July 12, 2004

Shelia Evans-Tranumn
Associate Commissioner
New York State Education Department
New York City School and Community Services
55 Hanson Place, Suite 400
Brooklyn, New York 11217

Re: Section 2852(5) submission to the Board of Regents of Proposed Charter for Harlem Link Charter School

Dear Ms. Evans-Tranumn:

On June 22, 2004, the Board of Trustees of the State University of New York (the "Board of Trustees") approved an application for the following proposed charter school: Harlem Link Charter School (the "Approved Application"). Subsequent thereto the Institute, on behalf of the Board of Trustees, entered into a proposed charter with the applicant for the Approved Application (the "Proposed Charter").

Now, pursuant to § 2852(5) of the Education Law, the Charter Schools Institute, acting on behalf of the Board of Trustees, hereby submits to the Board of Regents the Proposed Charter and supporting materials for its review and comment. Three copies of the proposed application were delivered to your office on July 5, 2004 and seven additional copies were delivered to Dr. Darlene Mengel.

The submission of the Proposed Charter, consistent with the practice of the State Education Department, consists of a binder and appended materials organized as set forth below.

1. An executed transmittal form, placed at the front of the binder.

2. Eleven copies of the Proposed Charter and one copy of the supporting documentation. One copy of the Proposed Charter has been included at Tab 1 of the binder; the other ten copies are provided separately.

3. Written comment (if any) that the Institute has received from the school district in which the charter school is proposed to be located is set forth at Tab 2. In the interest of completeness, pertinent responses, from the applicant or otherwise (if any), are also provided.

4. Evidence of notification to the school district in which the charter school is proposed to be located is set forth at Tab 3.

5. Evidence of notification to public and non-public schools in the geographic vicinity of the proposed charter school is set forth at Tab 4.

In addition to the above materials, it is apparently State Education Department practice to request a determination from the charter entity that each submitted application does not involve the conversion of a private school. In this regard, please be advised that the Board of Trustees, having considered the applicable statutory factors, set forth at subdivision 2852(3) of the Education Law, and having conducted, or caused to be conducted, any necessary inquiry or investigation, is satisfied that the submitted Proposed Charter does not involve the conversion of a private school. In this regard, we further refer you to Attachment 56 of each of the Approved Application.

Please be advised as well, that, pursuant to § 2852(4) of the Education Law, State and federal fingerprint checks for the applicant for the Proposed Charter have been conducted and completed to the satisfaction of the Charter Schools Institute, acting for the Board of Trustees.

On behalf of the Board of Trustees, the Institute looks forward to working closely with the Board of Regents and the State Education Department in your review of the Proposed Charter.

Sincerely,

Ralph A. Rossi II

c: Lisa Long, New York State Education Department
Ira Schwartz, New York State Education Department
Darlene Mengel, New York State Education Department

CHARTER SCHOOLS
TRANSMITTAL FORM FOR APPROVED CHARTER SCHOOL APPLICATIONS

Name of Charter School: Harlem Link Charter School

DIRECTIONS TO CHARTER ENTITIES

When submitting a proposed charter to the Board of Regents, please provide the following:

1. Ten Copies of the proposed charter, the application, and supporting documentation.
2. Evidence that the entity has notified the school district of the application, the district's right to comment, and the district's right to hold a public hearing.
3. Comments the entity has received from the school district.
4. Evidence that the entity has notified public and nonpublic schools in the same geographic area as the proposed charter school.
5. Evidence that the entity has determined that the application does not involve the conversion of an existing private school.
6. Evidence that the entity has obtained a criminal records check based on the fingerprints of each individual applicant named in the charter school application.

ASSURANCES

a. The charter school described in the application meets the requirements of Article 56 and all other applicable laws, rules, and regulations;
b. The applicant has the ability to operate the school in an educationally and fiscally sound manner; and
c. Granting the application is likely to improve student learning and achievement and materially further the purposes of § 2850(2) of Article 56.

James D. Merriman
Print Name

Signature

Check one:

- ☐ President, Board of Education of _____
- ☐ Chancellor, New York City Schools
- ■ Chair, SUNY Board of Trustees (Designee)

Please complete this sheet and attach it as the transmittal page for an approved charter. Submit to:

Office of Innovative Programs
State Education Department
464 EBA
Albany, New York 12234

HARLEM LINK CHARTER SCHOOL

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CHARTER

DATED AS OF JULY 12, 2004

BETWEEN

BOARD OF TRUSTEES OF THE
STATE UNIVERSITY OF NEW YORK

AND

APPLICANT FOR THE
HARLEM LINK CHARTER SCHOOL

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CHARTER

This agreement is executed on this 27th day of July, 2004 by and between the Board of Trustees of the State University of New York (the "**Trustees**") and Steven Evangelista and Margaret Ryan (the "**Applicant(s)**") to establish and operate the HARLEM LINK CHARTER SCHOOL (the "**School**"), an independent and autonomous public school under the New York Charter Schools Act of 1998.

WITNESSETH:

WHEREAS the State of New York enacted the New York Charter Schools Act of 1998 (the "**Act**") as Article 56 of the Education Law, adding sections 2850-2857 to the Education Law; and

WHEREAS pursuant to section 2852 of the Education Law, the Trustees have the authority to approve applications to establish charter schools in the State of New York and thereafter to enter into agreements with applicants setting forth the terms and conditions under which a charter school is to operate, such agreements until issued in final form to be known as proposed charters; and

WHEREAS the Applicant(s) submitted to the Trustees an application for establishment of the School pursuant to section 2851 of the Education Law (as modified and supplemented, the "**Application**"); and

WHEREAS the Trustees have (i) determined that the Application satisfies each and every requirement set forth in subdivision 2852(2) of the Education Law and (ii) approved the Application; and

WHEREAS pursuant to the Education Law, the Board of Regents (the "**Regents**") are authorized to approve the proposed charter, issue a provisional charter, and incorporate an education corporation to establish and operate a charter school.

NOW, THEREFORE, in consideration of the mutual covenants, representations, warranties and agreements contained herein, the parties hereby agree as follows:

SECTION 1. ESTABLISHMENT OF SCHOOL

1.1. Charter. This agreement (the "**Charter Agreement**"), which incorporates the Application, attached hereto as Exhibit A and which shall be hereafter referred to as the Terms of Operation (the "**Terms of Operation**"), the Monitoring Plan, attached hereto as Exhibit B (the "**Monitoring Plan**"), the accountability plan to be developed by the School during the first year of operation and further described herein, to be attached hereto as Exhibit C (the "**Accountability Plan**"), the additional assurances and terms, if any, set forth collectively and attached hereto as Exhibit D (the "**Additional Assurances and Terms**") and the Prior Action Visit Protocol and Checklist, attached hereto as Exhibit E (the "**Prior Action Protocol**"), shall constitute, before its approval by the Regents, the proposed charter (the "**Proposed Charter**"). If approved or deemed approved by the Regents, the Proposed Charter shall be

known as the charter (the "**Charter**"). The Charter shall be binding on the education corporation incorporated by the Regents under a certificate of incorporation issued pursuant to subdivision 2853(1) of the Education Law (the "**School Corporation**").

1.2 Effective Date; Term. The Charter shall take effect upon, and only upon, its issuance by the Regents (the "**Effective Date**") subject, however, to any limitations imposed herein and any provision to delay the effective date set forth in the Additional Assurances and Terms. The Charter shall expire five (5) years from the Effective Date, unless earlier terminated or renewed. The Charter is deemed issued upon approval of the Proposed Charter, either by action of the Regents or operation of law pursuant to subdivisions 2852(5-a) and 2852(5-b) of the Education Law. Prior to its issuance, the Proposed Charter is subject to modification or abandonment pursuant to subdivision 2852(5-b) of the Education Law. It is further understood that prior to its issuance, modifications to the Proposed Charter, subject to the consent of the Applicant(s), may result as a consequence of comments received from the entities set forth in subdivision 2857(1) of the Education Law.

1.3 Prior Actions. Paragraph 1.2 of the Charter Agreement, hereof notwithstanding, the School Corporation shall not provide instruction to any student until and unless the Trustees issue a written statement to the School, with a copy to the Regents, attesting to the School Corporation having completed all or substantially all of the prior actions set forth at Exhibit B (the "**Prior Actions**") to the satisfaction of the Trustees with such conditions as they may require. Upon such confirmation, the restrictions on the School Corporation set forth in the immediately foregoing sentence shall be of no further force and effect. Notwithstanding the foregoing, in the event that the School Corporation is unable to take and complete the Prior Actions to the satisfaction of the Trustees prior to September 21 of the year immediately succeeding the year in which the School Corporation is originally scheduled to commence instruction as set forth in the Terms of Operation, the Charter shall be deemed to be void ab initio. Moreover, notwithstanding anything to the contrary in this paragraph, the Prior Actions are in addition to any other condition set forth in the Charter or the Act.

1.4. New Information. The School Corporation shall not provide instruction to any student and shall not be eligible to receive any funds, or if it has received funds, any further funds, as would otherwise inure to the School Corporation under section 2856 of the Education Law, if:

(a) the Trustees receive information after the date on which the Proposed Charter is executed which provides substantial reason to believe that either (i) the Terms of Operation contain material misstatements or material omissions of fact or (ii) the School Corporation and/or any entity with which the School Corporation intends to contract to provide day-to-day management of the School, is unable to oversee and operate the School in a fiscally and educationally sound manner consistent with the terms of the Charter and the Act and all other applicable laws (the "**New Information**"); and

(b) the Trustees, acting on the New Information, issue in writing to the School Corporation a statement setting forth in particular the New Information and the reasons why the School Corporation shall not be permitted to provide instruction or receive the public funds contemplated under the Act. Upon appropriate showing by the School Corporation, the

Trustees may withdraw such statement and permit the School Corporation to provide instruction to students and to receive public funds contemplated under section 2856 of the Education Law. In the event that the Trustees issue the statement described by this paragraph prior to December 31 of the year that the Charter becomes effective, and such statement is not withdrawn by the Trustees on or before September 21 of the year immediately succeeding the year in which the Charter becomes effective, the Charter shall be deemed to be void ab initio. It shall be the ongoing obligation of the Applicant(s) (until the Effective Date) and the School Corporation (upon and after the Effective Date) to provide to the Trustees in writing any New Information of which it or they is or are in, or come(s) into, possession.

SECTION 2. OPERATION OF SCHOOL

2.1 Mission Statement. The School Corporation shall operate under the mission statement set forth in the Terms of Operation. However, the School Corporation may change, amend or otherwise modify its mission statement and such changes shall not require the permission of the Trustees or constitute a revision to the Charter so long as the changes are approved by the board of trustees of the School Corporation and generally consistent with the Terms of Operation, and the School Corporation reports the modification to the Trustees as part of its annual report as required by paragraph 6.1 of the Charter Agreement.

2.2 Age; Grade Range; Number of Students. The School Corporation shall provide instruction to pupils in such ages, grades and numbers in each year of operation under the Charter as is set forth in the Terms of Operation (the "**Projected Enrollment Structure**"), and shall obtain the prior written permission of the Trustees for variances from those terms, except as specifically set forth in subparagraphs a and b below.

(a) The School Corporation may enroll a total number of students different from such number as is set forth in the Projected Enrollment Structure (the "**Projected Total Enrollment**") so long as (i) the total enrollment does not exceed the lesser of one hundred and ten percent (110%) of the Projected Total Enrollment or twenty-five students more than the Projected Total Enrollment; or (ii) the total enrollment is not less than eighty-five percent (85%) of the Projected Total Enrollment or fifty (50) students; and

(b) The School Corporation may vary the number of students in any particular grade and/or number of students within a class from that provided for in the Projected Enrollment Structure for the purpose of accommodating staffing exigencies and attrition patterns and such changes shall not require the permission of the Trustees or constitute a revision to the Charter. Notwithstanding subparagraph a of this paragraph and the immediately foregoing, the School may not make any change in the Projected Enrollment Structure without the written permission of the Trustees that results in or has the effect of (i) eliminating or nearly eliminating a grade or grades the School was scheduled to serve under the Projected Enrollment Structure or (ii) not enrolling any returning student scheduled to be served under the Projected Enrollment Structure or (iii) eliminating any student's seat after the student has been admitted.

2.3 Admissions; Enrollment; Attendance. The School shall have in place and implement comprehensive policies for admissions, enrollment and attendance, which such policies shall be approved by the board of trustees of the School Corporation and shall be consistent with applicable law. Such policies shall provide in detail the procedures and practices utilized by the School in regards to admission, enrollment, attendance and withdrawal, including, *inter alia*, the period in which applications for admission shall be timely, how to obtain an application for admission, the practices in operating the random selection process, the maintenance of a wait list, the implementation of the preferences required by law and the taking of attendance pursuant to section 104.1 of Title 8 of the Official Compilation of Codes, Rules and Regulations of the State of New York. The board of trustees of the School Corporation shall have the authority to make changes to such policies and such changes shall not require the permission of the Trustees or constitute a revision to the Charter. Such changes, however, must be consistent with applicable law and regulations. The School Corporation shall utilize reasonable outreach and marketing measures to make potential applicants aware of opportunities for enrollment at the School. The Trustees, upon a finding that the outreach and marketing measures taken by the School Corporation are inconsistent with applicable law or the Terms of Operation, may require the School Corporation to take remedial action, including but not limited to, requiring the School Corporation to extend its enrollment period, delay or void its random selection process, and/or conduct further specified outreach and marketing steps. Only to the extent specifically provided for in the Terms of Operation or the Additional Assurances and Terms shall the School provide a preference to students at risk of academic failure and/or limit admission to a single sex and any change to such preferences as are provided for by the Terms of Operation or the Additional Assurances and Terms shall require the prior written approval of the Trustees, it being understood that such changes may also require a revision to the Charter, such determination to be made by the Trustees in consultation with the Regents.

2.4 Educational Program. The School Corporation shall implement and provide educational programs that are designed to permit and do permit the students to meet or exceed the performance standards adopted by the Regents and the goals, and measures of progress towards those goals, of the School as set forth in the Accountability Plan further described below. Subject to the immediately foregoing requirements, the School Corporation shall have the right to make any modifications to the educational program as it deems necessary, including but not limited to the curriculum, pedagogical approach and staffing structure, and such modifications shall not require the permission of the Trustees or be deemed a revision to the Charter, provided however that any such modifications shall be generally consistent with the Terms of Operation and applicable law, and the School Corporation reports such modifications on an annual basis as required by paragraph 6.1 of the Charter Agreement.

2.5 Evaluation of Students. The School Corporation shall implement student assessment requirements applicable to other public schools and administer Regents examinations to the same extent such examinations are required of other public school students, except as otherwise specifically provided by applicable law. In addition, the School shall supplement those assessment tools with the other assessment tools required by the Terms of Operation, if any, or as are required by or set forth in the Accountability Plan further described below.

2.6 Accountability Plan. By May 15 of the school year in which the School Corporation commences instruction, the School Corporation shall create the Accountability Plan, which such plan upon its completion shall be incorporated into the Charter Agreement as Exhibit C pursuant to paragraph 1.1. The Accountability Plan shall replace and substitute for the assessment measures and educational goals and objectives set forth in the Terms of Operation, but shall not provide for less stringent assessment measures or educational goals and objectives than those set forth in the Terms of Operation. The specific terms, form and requirements of the Accountability Plan, including any required goals and measures, are set forth in the Accountability Plan Guidelines (the "**Accountability Plan Guidelines**") maintained and disseminated by the Trustees and such guidelines shall be binding on the School Corporation. Upon the Accountability Plan's creation, the School Corporation shall fully implement, maintain, and report progress on, the Accountability Plan pursuant to the requirements of the Accountability Plan Guidelines and the annual reporting guidelines maintained by the Trustees (the "**Annual Reporting Guidelines**") as well as by paragraph 6.1 of the Charter Agreement. Material amendments to the Accountability Plan shall be approved by the Trustees and shall be consistent with the Accountability Plan Guidelines then in effect. The School Corporation understands that its success in meeting the goals and measures set forth in the Accountability Plan shall be the predominant criterion by which the success of its education program will be evaluated by the Trustees upon the School's application for renewal of the Charter.

2.7 School Calendar; Days and Hours of Operation. The days and hours of operation of the School shall be determined by the School Corporation at its discretion subject to the following restrictions:

(a) The days and hours of operation shall at all times be sufficient to allow the school to meet the student performance standards set by the Regents and the academic achievement goals and other goals set forth in the Accountability Plan and in no event shall the School provide less instructional time during a school year than is required of other public schools with instructional time to be divided in generally equal amounts over no less than 176 days.

(b) To allow parents to determine whether the School's program is appropriate for their child(ren), the School Corporation shall in each year of the Charter determine the days and hours of operation of the School for the next school year by February 1 of the then current school year and shall make such information readily available to parents seeking to enroll their children in or return their children to the School and provide a copy of such material to the Trustees in a manner that will allow them to post such information on the website of the Charter Schools Institute. The School shall not thereafter for the next school year make any material changes to the days and hours of operation of the School from those determined on each February 1st date that have the effect of shortening the number of days of instruction or hours in which such instruction is provided without obtaining the prior written permission of the Trustees, it being understood that such permission shall not be forthcoming except for good cause shown.

(c) Notwithstanding subparagraph b above, in the first school year in which the School provides instruction, the days and hours of operation shall be those set forth in the Terms of Operation, except that the School shall have the discretion, and without seeking

permission of the Trustees, to (i) provide ten percent (10%) or ten (10) fewer days of instruction, whichever is less, than that amount set forth in the Terms of Operation and (ii) lengthen the school day and school year as it deems necessary and appropriate so long as the School Corporation provides timely notice to parents of such changes.

2.8 Student Disciplinary Code. The School Corporation shall maintain and implement written rules and procedures for student discipline, including guidelines for suspension and expulsion, and shall disseminate those procedures to students and parents. Such guidelines and procedures must be consistent with applicable law, including but not limited to requirements for due process, provision of alternative instruction and federal laws and regulations governing the placement of students with disabilities. In the first year of operation, the discipline policy must be consistent with the discipline policy set forth in the Terms of Operation. Thereafter, the School Corporation shall have the authority to make such modifications to the student disciplinary code as it deems necessary and appropriate, and such modifications shall not require the permission of the Trustees or be deemed to constitute a revision to the Charter, except that material modifications of the disciplinary code shall be approved by the board of trustees of the School Corporation prior to such modifications becoming effective.

2.9 Code of Ethics. The School Corporation, its trustees, officers and employees shall abide by the code of ethics of the School set forth in the Terms of Operation, and the School Corporation shall disseminate the code in written form to its trustees, officers and employees. Modifications to the code of ethics shall require prior written approval by the Trustees.

2.10 Governance; School Board; By-laws. The School Corporation shall be governed by a board of trustees of the School Corporation (the "**School Board**") which initially shall consist of those individuals specifically named in the Terms of Operation (the "**Founding School Trustees**"). Any member of the School Board thereafter appointed or elected shall be known as a school trustee ("**School Trustee**"). The School Board shall have final authority for policy and operational decisions of the School although nothing shall prevent the School Board from delegating decision-making authority to officers and employees of the School Corporation. The School Board shall be established and operate pursuant to the following requirements and restrictions.

(a) The School Board shall initially operate pursuant to the by-laws set forth in the Terms of Operation. The School Board shall meet within thirty (30) days of the Effective Date and duly ratify such by-laws. Thereafter the School Board shall operate pursuant to the by-laws of the School Corporation whether such by-laws be those initially set forth in the Terms of Operation or as amended pursuant to subparagraph b of this paragraph 2.10 (initially or as amended, the "**By-laws**"), as well as the governance provisions of the Not-for-Profit Corporation and Education Law.

(b) The By-laws may not be amended in any material respect without the prior written approval of the Trustees, such approval not to be unreasonably withheld, and in no event can they conflict with any term of the Charter or law, including provisions of the

Education and Not-for-Profit Corporation law applicable to charter schools. In seeking modification of the By-laws, the School Board shall submit to the Trustees a duly approved resolution of the School Board setting forth the proposed material changes to the By-laws.

(c) The School Board shall have as its members such total number of School Trustees and shall reserve seats on the School Board for such specified members or constituent groups in such numbers as is set forth in the Terms of Operation. The By-laws shall contain provisions consistent therewith.

(d) Notwithstanding any provision to the contrary in the Charter Agreement, Terms of Operation or By-laws, in no event shall the School Board, at any time, be comprised of voting members of whom more than forty (40) percent are directors, officers, employees, agents or otherwise affiliated with any single entity (with the exception of the School Corporation or of another charter school), regardless of whether said entity is affiliated or otherwise partnered with the school. For the purposes of this paragraph, "single entity" shall mean any individual entity, as well as any and all related entities to such entity such as parents, subsidiaries, affiliates and partners. The Trustees may, at their sole discretion, waive this restriction upon a written request from the School.

(e) Where the School Corporation has engaged an educational service provider or other entity that provides comprehensive management services to the school pursuant to a contract between such entity and the School, (whether for or not for profit), no employee, director, officer, agent or individual otherwise affiliated with such entity and/or any related entity, nor any immediate family members of such persons, shall be eligible to serve on the School Board.

(f) The School Board shall notify the Trustees within five (5) business days of the removal of, or resignation by, any member of the School Board.

(g) The School Board shall require that each School Trustee who has served on the School Board during a school year shall file annually a disclosure report (the "**School Trustee Disclosure Report**") with the Trustees, the form and requirements of which shall be provided by the Trustees. The School Trustee Disclosure Report shall set forth and attest to transactions between the School Corporation on the one hand and a School Trustee and any entity with which such School Trustee is affiliated, on the other, as such transactions may be defined by the Trustees. As set forth in paragraph 6.1 of this Charter Agreement, the School Trustee Disclosure Report for each School Trustee shall be submitted yearly as part of the School's annual report ("**Annual Report**"). In the event that any School Trustee fails to file a School Trustee Disclosure Report within thirty (30) days of its due date of August 1, or such report is in material respects incomplete, misleading or untruthful, and the Trustees inform the School Board of its determination in this regard, the School Corporation, notwithstanding any provision of its By-laws, shall in a timely fashion remove such School Trustee pursuant to a vote of the School Board and the failure of the School Board to so act shall be a material violation of the Charter. Should a School Trustee resign from or otherwise leave the School Board without having submitted a School Trustee Disclosure Report for any year in which such School Trustee served, the School Corporation shall provide the Trustees with a record of the transactions

required by the School Trustee Disclosure Report for that School Trustee for each relevant school year, such reports to be signed by the School Corporation and due on August 1 as part of the Annual Report.

(h) During the one-year period from the time that this Charter is declared effective, the School Board shall consist of the Founding School Trustees with such other additional members that are approved consistent with paragraph 2.11 of the Charter Agreement. In the event that more than fifty percent (50%) of the Founding School Trustees resign from or otherwise leave the School Board within one year from the Effective Date, the School shall be deemed in material violation of its Charter and may, at the sole discretion of the Trustees, be placed on probation.

2.11 Selection of New School Board Members. All School Trustees shall possess appropriate qualifications for membership on the School Board, as such qualifications are set forth in the Terms of Operation and shall be seated pursuant to the following procedures. Prior to the appointment or election of any School Trustee who is not a Founding School Trustee, the School Board must submit to the Trustees (pursuant to a duly approved resolution of the School Board) the name of the proposed School Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed School Trustee, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed School Trustee may be seated. A failure by the School Corporation or the proposed School Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

2.12 Complaint Policy. The School Corporation shall implement and maintain a complaint policy to receive and handle complaints brought pursuant to § 2855(4) of the Education Law. Initially, such policy shall be that policy set forth in the Terms of Operation. The School Corporation shall have the power to amend the complaint policy in any way it deems necessary and appropriate, so long as, such amendments are approved by the School Board and are consistent with applicable law and due process. A copy of the School Corporation's complaint policy shall be distributed to the parents and/or guardians of students enrolled in the School and made readily available to all others requesting a copy. The School Corporation shall also provide a copy of the School's current complaint policy to the Trustees. Upon resolution of a complaint, the School Corporation shall provide to the complainant:

(a) its written determination and any remedial action thereto;

(b) a written notice to the complainant that he or she may appeal the determination of the School Corporation to the Trustees; and

(c) a copy of the Trustees' policies (as they are posted on the website of the Charter Schools Institute).

2.13 Contracting with an Educational Service Provider. Any entity that provides all or a substantial subset of all services necessary to operate and oversee the School's educational program on a fee basis and pursuant to a fee-based contract shall be known as an educational service provider ("**Educational Service Provider**") and the contract under which such services are provided shall be referred to as the management contract ("**Management Contract**"). Any other contractual arrangements, including but not limited to leases, subleases, lease-purchase agreements, credit facilities, loan agreements, promissory notes, negotiable instruments and other debt instruments, that are contemplated between the School Corporation on the one hand and the Educational Service Provider, its partners, parents, subsidiaries, agents and affiliates (including any entity that holds an economic interest in the Educational Service Provider) on the other shall be know collectively, together with the Management Contract, as ESP Contracts ("**ESP Contracts**"). The following requirements and provisions relating to Educational Service Providers, Management Contracts and ESP Contracts shall apply.

(a) The Trustees reserve the right to review and disapprove for good cause shown any and all ESP Contracts that the School seeks to execute or amend during the time that the Charter is in effect. Good cause shown includes but is in no way limited to a finding that the ESP Contract or ESP Contracts at issue do not, under the totality of the circumstances, allow the School Corporation effective and sufficient means to hold the Educational Service Provider accountable, including means to terminate the Educational Service Provider without placing the School Corporation's further existence in peril. The above terms are in addition to the requirements of paragraph 2.17 of the Charter Agreement.

(b) To facilitate the Trustees' rights of review and disapproval, the School Corporation shall provide the Trustees with any proposed ESP Contract (or proposed material amendment of an ESP Contract) not later than thirty (30) days prior to the proposed date of execution. In addition to the foregoing, prior to its first year of operation, and where no prior Management Contract has been in place, the School Corporation must submit the proposed Management Contract to the Trustees by no later than May 1 immediately preceding the start of the school year. When submitting an ESP Contract, the School Corporation must include a written opinion of the School Board's legal counsel stating that the ESP Contract has been reviewed by legal counsel to the School Board. Within thirty (30) days of receiving the proposed ESP Contract, the Trustees shall notify the School Board if the agreement is disapproved, except that the Trustees, at their discretion, may extend the review period an additional thirty (30) days. It is expressly understood that should the Trustees not disapprove an ESP Contract, the Trustees by such action are in no way endorsing or approving the contract, the fee arrangements if any or any other provisions contained therein.

(c) The School Corporation shall not enter into a Management Contract with any Educational Service Provider not identified as such in the Terms of Operation without receiving prior written approval from the Trustees.

(d) To the extent that the Terms of Operation contemplate that the School Corporation was to be operated with the assistance of an Educational Service Provider pursuant to a Management Contract, the School Corporation shall obtain the prior written approval of the Trustees prior to operating the School without such Educational Service Provider's assistance.

Notwithstanding the above, it is understood that circumstances may require the School Corporation to terminate a Management Contract and/or not renew a Management Contract and thereafter operate the School without the services of the Educational Service Provider identified in the Terms of Operation (or otherwise subsequently approved by the Trustees) prior to obtaining the permission of the Trustees. Where the Trustees determine, at their sole discretion, that such circumstances exist, and the School Corporation has made good faith efforts to timely inform the Trustees of the circumstances, the Trustees may waive the School Corporation's breach of the prior permission requirement and allow the School Corporation to seek permission *ex post facto*.

(e) Management Contracts shall set forth with particularity inter alia, the extent of the Educational Service Provider's participation in the organization, operation and governance of the School.

(f) To further and facilitate their review, the Trustees may require the School Corporation to submit together with any ESP Contract, additional information or assurances.

(g) Upon the execution of an ESP Contract, and any revision thereto, a copy of such contract or revised contract shall be promptly provided to the Trustees.

2.14 Student Transportation. The School Corporation shall meet the transportation needs of students ineligible for transportation pursuant to section 3635 of the Education Law only to the extent provided for in the Terms of Operation. The School Corporation may contract with a school district for the provision of supplemental transportation services to the School. All transportation provided by the School Corporation shall comply with all safety laws and regulations applicable to other public schools. Notwithstanding the above, the School Corporation's failure to provide such supplemental transportation as is contemplated in the Terms of Operation where such transportation was to be provided by contract with the school district, shall not be deemed a material or substantial violation of the Charter, where the School Corporation has attempted to negotiate such contract in good faith with the applicable school district. In such event, the Trustees may require the School Corporation to provide the contemplated supplemental transportation services by alternate means if such means would be reasonable under the circumstances.

2.15 Health Services. The School Corporation shall provide such health services as are set forth in the Terms of Operation or their equivalent, so long as the services provided meet applicable law.

2.16 Food Services. The School Corporation shall provide appropriate food services consistent with or equal to those outlined in the Terms of Operation.

2.17 Facility; Location. The building(s) in which the School is to be located shall be known as the school facility (the "**School Facility**"). Prior to May 15 of the year that the School intends to provide instruction for the first time, the School Corporation shall have:

(a) entered into a lease, purchase agreement or other such agreement which has been reviewed by counsel to the School Corporation. The School Corporation shall provide to the Trustees a letter from counsel attesting to such review prior to the May 15 deadline. The lease, purchase agreement or other such agreement shall provide the School with all rights and permissions as are necessary to operate as a school in the School Facility according to the plan set forth in the Terms of Operation (the "**Facility Agreement**"); and

(b) provided to the Trustees a copy of the Facility Agreement and a detailed schedule setting forth the steps necessary to make the School Facility ready for commencement of instruction, together with the dates upon which such steps will be completed (the "**Facility Completion Schedule**"). The Facility Completion Schedule shall indicate the permits and licenses required to be obtained prior to the School Corporation being legally able to operate the School in the School Facility (including but not limited to a certificate of occupancy) (collectively the "**Permits**") with the dates on which each such Permit shall be obtained, a detailed construction/renovation timeline (if applicable), which describes the work to be completed and the dates on which such work will be completed, and an updated and detailed budget for all costs associated with preparing the School Facility for occupancy.

In the event that a Facility Agreement is not in place by May 15 of the calendar year in which the School intends to first provide instruction, the School Corporation may not commence instruction until the start of the school year succeeding such scheduled start, subject, however, to having entered into a Facility Agreement and provided such agreement as well as the Facility Completion Schedule by May 15 of such succeeding year. Notwithstanding the immediately foregoing sentence, the Trustees may waive the restrictions contained therein upon good cause shown and extend the date upon which the Facility Agreement and Facility Completion Schedule would be otherwise due. In the event that the Trustees find, through their review of the Facility Completion Schedule, the Facility Agreement or any other inquiry and investigation, that it is unlikely that the School Facility will be completed and that all Permits will be obtained in time for the opening of the School on the School's scheduled opening date, the Trustees may require the School Corporation to delay commencement of instruction until the next academic year or such other date as the Trustees may designate. In the event that the Trustees require such delay, they shall provide their reasons in writing to the School Corporation by July 15 of the year in which the School is then scheduled to provide instruction. Pursuant to subdivision 2851(2)(j) of the Education Law, and notwithstanding any contrary provision of this paragraph, in the event that the Terms of Operation do not identify the School Facility, the School shall notify the Trustees and the Regents within ten (10) business days of the School Facility having been identified. The School Corporation shall take such actions as are necessary to ensure that the Facility Agreement and Permits are valid and in force at all times that the Charter is in effect.

2.18 Change in Location. The School may change the physical location of the School Facility or obtain additional buildings for the School Facility within the same school district or specified section thereof if so identified in the Terms of Operation (in the case of the New York City School District, the borough or specified section within the district if so identified in the Terms of Operation) or obtain additional space in a building it already occupies provided that the School Corporation satisfies the provisions of the Act, including but not limited to subdivision 2853(1)(b-1) of the Education Law, and provided further that:

(a) the School Corporation notifies the Trustees of the proposed change in location or addition of facilities not less than sixty (60) days prior to taking any final action in connection therewith and provides the Trustees with (i) a Facility Completion Schedule, (ii) a statement setting forth the material terms of the lease or purchase agreement, and (iii) a letter from legal counsel indicating that such counsel has reviewed such terms; and provided further that

(b) the Trustees do not issue a denial to the School Corporation within thirty (30) days of its receipt of such notification. The Trustees may issue a denial only for good cause. A failure to provide the Trustees with the notice and schedule required by this paragraph, together with all material terms regarding the lease and purchase of the new proposed facility, sixty (60) days prior to executing such agreement shall constitute good cause. Notwithstanding the immediately foregoing, the Trustees may shorten or otherwise waive the sixty (60) day notice requirement for good cause shown. A failure to obtain the permission of the Trustees as specified above shall cause any Facility Agreement entered into without such permission to be voidable at the discretion of the Trustees.

2.19 Monitoring Plan and Oversight. The School Corporation and the School Board acknowledge that the Trustees, or their authorized agents, and the Regents have the right to visit, examine into and inspect the School and its records. To permit the Trustees to fulfill this oversight function under the Act and ensure that the School is in compliance with all applicable laws and regulations and the terms and conditions of this Charter, the School Corporation agrees to abide by the monitoring plan that the Institute will implement (the "**Monitoring Plan**"), the requirements of which are set forth at Exhibit B.

SECTION 3. SPECIAL EDUCATION

3.1 Provision of Services. The School Corporation shall provide services and accommodations to students with disabilities as set forth in the Terms of Operation and in accordance with the Individuals with Disabilities Education Act (20 U.S.C. §1401 et seq.), the Americans with Disabilities Act (42 U.S.C. § 12101 et seq.) and section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §794) ("**Section 504**"), including providing services to attending students with disabilities in accordance with the individualized education program ("**Individualized Education Program**") recommended by the committee or subcommittee on special education of the student's school district of residence. Pursuant to subdivision 2853(4)(a) of the Education Law, the School shall provide such appropriate and required services either directly or by contract with another provider, and, to the extent not otherwise indicated in the Terms of Operation, the School Corporation may, elect to have certain services provided by a student's school district of residence. The School Corporation may seek reimbursement from a student's district of residence for special education and related services provided by the School Corporation, pursuant to a student Individualized Education Program or Section 504 plan, to the extent permitted under section 2856 of the Education Law.

3.2 Funding of Services. The School Corporation is authorized to receive from a local school district direct payment of any federal or state aid attributable to a student

with a disability attending the School in proportion to the level of services for such student with a disability that the School provides directly or indirectly.

SECTION 4. PERSONNEL

4.1 Status. The School Board shall employ and contract with necessary personnel. The School Corporation shall provide written notice to the Trustees within five (5) business days of the hiring or departure (by resignation or dismissal) of the director/principal of the School. The organizational structure of the School shall be consistent with the structure set forth in the Terms of Operation.

4.2 Personnel Policies; Staff Responsibilities. The School Corporation shall make available in written form its hiring and personnel policies and procedures, including the qualifications required by the School in the hiring of teachers, school administrators and other school employees as well as a description of staff responsibilities. Such policies and procedures shall be consistent with those set forth in the Terms of Operation.

4.3 Instructional Providers. The School Corporation shall employ or otherwise utilize in instructional positions only those individuals who are certified in accordance with the requirements applicable to other public schools, or who are otherwise qualified to teach under clauses (i)-(iv) of subdivision 2854(3)(a-1) of the Education Law and applicable federal law. For purposes of this section, "instructional positions" means all those positions involving duties and responsibilities that, if otherwise undertaken in the New York Public Schools, would require teacher certification. Teachers excepted from certification under clauses (i)-(iv) of subdivision 2854(3)(a-1) of the Education Law shall not in total comprise more than thirty percent (30%) of the instructional employees of the School, or five (5) teachers, whichever is less and shall have the qualifications required by state and federal law, including, but not limited to, those imposed under the No Child Left Behind Act of 2001. A teacher certified or otherwise approved by the Commissioner of Education of the State of New York (the "**Commissioner**") shall not be counted against these numerical limits.

4.4 Paraprofessionals. Paraprofessionals employed by the School Corporation must meet all credentialing requirements imposed by applicable federal law.

4.5 Background Checks; Fingerprinting. The School Corporation shall establish procedures for conducting background checks (including a check for a criminal record) of all employees (whether part or full time) of the School, as well as any individual who has regular access to the students enrolled in the school (including but not limited to employees and agents of any company or organization which is a party to a contract to provide services to the School) to the extent required by law. The School Corporation may, but is not required, to conduct any and all other background checks permitted by law.

4.6 Collective Bargaining. In the event that

(a) student enrollment at the School on the first day on which the

School commences instruction does not exceed two hundred fifty (250) or the average daily student enrollment of the School does not exceed two hundred fifty (250) at any point during the first year after the school commences instruction; or

(b) the Trustees have granted to the School Corporation a waiver pursuant to paragraph 2854(3)(b-1) of the Education Law and the School's enrollment exceeds two hundred fifty (250) at any point during the first year;

then employees of the School Corporation shall not be deemed members of any existing collective bargaining unit representing employees of the school district in which the School is located, and the School and its employees shall not be subject to any existing collective bargaining agreement between the school district and its employees. The School Corporation may, in its sole discretion, choose whether or not to offer the terms of any existing collective bargaining to school employees. If employees of the School Corporation are not represented by an existing collective bargaining unit, the School Corporation shall afford reasonable access to any employee organization during the reasonable proximate period before any representation question is raised. If the employee organization is a challenging organization, reasonable access shall be provided to any organization seeking to represent employees beginning with a date reasonably proximate to a challenge period.

4.7 Pension Payments. The employees of the School Corporation may be deemed employees of the local school district for the purpose of providing retirement benefits, including membership in the teachers' retirement system and other retirement systems open to employees of public schools. The financial contributions for such benefits shall be the responsibility of the School Corporation and its employees. Notwithstanding any contrary provision of the Charter, the parties shall abide by further regulations promulgated by the Commissioner, in consultation with the New York State Comptroller, to implement the provisions of this paragraph, including section 119.2 of Title 8 of the Official Compilation of Codes, Rules and Regulations of the State of New York.

SECTION 5. FINANCIAL OPERATIONS OF SCHOOL

5.1 Management and Financial Controls. The School Corporation shall at all times maintain appropriate governance and managerial procedures and financial controls. To better ensure this outcome from the School's commencement, the School Corporation shall provide a statement to the Trustees no later than sixty (60) days from the Effective Date concerning the status of management and financial controls (the "**Initial Statement**"). The Initial Statement must address whether the School Corporation has documented adequate controls relating to:

(a) Preparing financial statements in accordance with generally accepted accounting procedures;

(b) payroll procedures;

(c) accounting for contributions and grants;

(d) procedures for the creation and review of quarterly financial statements, which procedures shall specifically identify the individual who will be responsible for preparing and reviewing such financial statements; and

(e) appropriate internal financial controls and procedures.

The Initial Statement shall be reviewed and ratified by the School Board prior to its submission to the Trustees. The School Corporation shall thereafter retain an independent certified public accountant or independent certified public accounting firm licensed in New York State to perform an agreed-upon procedures engagement (the "**Independent Accountants' Report**") in accordance with attestation standards established by the American Institute of Certified Public Accountants. The purpose of the engagement will be to assist the School Board and the Trustees in evaluating the Initial Statement and the procedures, policies and practices established thereunder. The engagement shall commence within forty-five (45) days after the date on which the school has received and disbursed more than $50,000 in monies received from payments from school districts, under section 2856 of the Education Law, or from grants or other revenue sources. The resulting Independent Accountants' Report should be provided to the School Board no later forty-five days (45) after the commencement of such engagement with a copy to the Trustees. In the event that the Independent Accountants' Report reveals that any of the above management and financial controls (subparagraphs a-e of this paragraph) are not in place, the School Corporation shall remedy such deficiencies no later than forty-five (45) days from the date the Independent Accountants' Report was received by the School Board and shall provide to the Trustees within that forty-five (45) day period a statement that all deficiencies identified in the Independent Accountants' Report have been corrected. Such statement shall identify the steps undertaken to correct the identified deficiencies. The Trustees may require additional evidence to verify the correction of all such deficiencies.

5.2 Financial Statements; Interim Reports. All financial statements that the School Corporation is required to prepare shall be in accordance with generally accepted accounting principles then in effect for not-for-profit corporations. During its first year of operation, the School Corporation shall prepare and submit to the Trustees within forty-five (45) days of the end of each quarter of its fiscal year an unaudited statement of income and expenses for that preceding quarter in a form agreed upon by the Trustees and the School Corporation. The Trustees may by written request require submission of such statements in future years of the School's operation.

5.3 Audits. The School Corporation shall retain an independent certified public accountant or certified public accounting firm licensed in New York State to perform annually an audit of the School Corporation's annual financial statements. The independent audit of the School's financial statements must be performed in accordance with Generally Accepted Auditing Standards (GAAS) and Government Auditing Standards issued by the Comptroller General of the United States, as well as any additional requirements and guidelines provided by the Trustees. The audited financial statements must be submitted to the Trustees by November 1 of each year. In addition, and pursuant to the same timetable, the School Corporation must

require its independent certified public accountant to issue a report on compliance with laws, regulations, contracts and grants and on internal controls over financial reporting, based on their audit of the financial statements. The School Corporation must submit this report to the Trustees together with a corrective plan addressing any weaknesses or problems identified in the planning and performance of the audit. The corrective plan must address each suggestion for consideration of management contained in the compliance report and include a timetable that identifies the date by which each corrective step will have been completed. The School Corporation shall also conduct programmatic audits when and to the extent required of other public schools, with such audit being comparable in scope to those required of other public schbols.

5.4 Fiscal Year. The fiscal year of the School Corporation shall begin on July 1 of each calendar year of the term of this Charter and shall end on June 30 of the subsequent calendar year.

5.5 Annual Budget and Cash Flow Projections. The School Corporation shall prepare and provide to the Trustees a copy of its annual budget and cash flow projection for each fiscal year by no later than June 30 of the immediately preceding fiscal year. The School Corporation shall provide its annual budget and cash flow projection for the first fiscal year in which it provides instruction by August 1 of such year in the event that the budget or projection differs in any material respect from that set forth in the Terms of Operation.

5.6 Maintenance of Corporate Status; Tax Exemptions. The School Corporation shall maintain its status as an education corporation. The School Board shall obtain federal tax-exempt status no later than one (1) year following the Effective Date, it being understood that the School Corporation shall not be in violation of this provision during such time as the application for federal tax-exempt status is pending, but only if such application was timely filed and such filing was materially complete. The School Corporation shall provide the Trustees with copies of all applications and filings relating to its seeking and maintaining its 501(c)(3) exempt status.

5.7. Insurance. The School Corporation shall, at its own expense, purchase and maintain the insurance coverage for liability, property loss, and the personal injury of students as is described in the Terms of Operation together with any other additional insurance that the School Corporation deems necessary. Such insurance policies shall be in effect by July 30 of the year in which the Charter is first effective, and, in the case of liability insurance, by such date or upon the first date that the School Corporation contracts with any employee, whichever date is earlier. The School Corporation shall provide the Trustees with certificates of insurance or other satisfactory proof evidencing coverage within five days (5) of the commencement of each such policy. All such insurance policies shall contain a provision requiring notice to the Trustees, at least (thirty) 30 days in advance, of any material change, nonrenewal or termination. Notwithstanding any provision to the contrary, the School Corporation shall take all steps necessary to comply with any additional regulations promulgated by the Commissioner and Superintendent of Insurance to implement subdivision 2851(2)(o) of the Education Law.

SECTION 6. REPORTS

6.1 Annual Reports. No later than August 1 succeeding a school year in which the school provided instruction (or received funding under section 2856 of the Education Law), the School Corporation, pursuant to subdivision 2857(2) of the Education Law, shall submit to the Trustees and the Regents an Annual Report setting forth the academic program and performance of the School for the preceding school year. The Annual Report shall be in such form as shall be prescribed by the Commissioner and shall include at least the following components:

(a) a report card, which shall be in such form and provide such data as set forth at section 119.3 of Title 8 of the Official Compilation of Codes, Rules and Regulations of the State of New York; and

(b) a discussion of the progress made towards achievement of the goals set forth in this Charter, including the Accountability Plan, and the Terms of Operation; and

(c) a certified financial statement setting forth, by appropriate categories, the revenues and expenditures for the preceding school year, including a copy of the most recent independent fiscal audit of the School Corporation.

In addition, as part of the Annual Report, the School Corporation shall provide the following information to the Trustees:

(d) a report on the progress of the School in meeting the goals and measures of the Accountability Plan during the last school year (the "**Accountability Plan Progress Report**"). The Accountability Plan Progress Report must contain data addressing each goal and measure in the Accountability Plan and should report data as required by the Trustees in order for the Trustees to substantiate outcomes. The Accountability Progress Report shall be prepared pursuant to any requirements set forth by the Trustees in the Annual Reporting Guidelines as such guidelines appear on the website of the Charter Schools Institute. To the extent permitted by the Regents, the Accountability Plan Progress Report may be submitted in satisfaction of the requirement set forth at paragraph 6.1(b) of this agreement. Should the Accountability Plan Progress Report indicate that the School has not met one or more of the goals in its Accountability Plan, the Trustees may require the School to submit a Corrective Plan pursuant to paragraph 8.3 of the Charter Agreement.

(e) the school calendar for the past as well as present school year, such calendar to be consistent with paragraph 2.7(b) of the Charter Agreement, setting forth the days and hours of operation for the regular school session as well as the summer session in the succeeding calendar year, if any is to be provided; and

(f) a statement of assurances relating to compliance with requirements under the Charter and applicable law, the form and requirements of which shall be determined by the Trustees and contained in the Annual Reporting Guidelines; and

(g) a School Board Trustee Disclosure Report for each School Trustee who served on the Board during the preceding year in such form and manner as prescribed by the Trustees and as contained in the Annual Reporting Guidelines; and

(h) a statement regarding rates of attrition for both students and teachers during the previous fiscal and school year, the form and requirements of which shall be determined by the Trustees and as contained in the Annual Reporting Guidelines; and

(i) a brief statement, as more fully described in the Annual Reporting Guidelines, setting forth changes to the School's educational program and mission as well as governing and organizational structures, during the previous fiscal and school year.

At its reasonable discretion, the Trustees may elect to require the School Corporation to provide other necessary supplements to the Annual Report.

6.2 Financial Reports. The School Corporation shall provide the financial reports required by paragraphs 5.1, 5.2, 5.3 and 5.5 of the Charter Agreement pursuant to the terms and dates specified therein.

SECTION 7. OTHER COVENANTS AND WARRANTIES

7.1 Compliance with Laws and Regulations. The School and School Corporation shall operate at all times in accordance with the Act and other applicable laws and shall meet the same health and safety, civil rights, and student assessment requirements as are applicable to other public schools, except as otherwise set forth in the Act.

7.2 Nonsectarian Status. The School shall be nonsectarian in its programs, admissions policies, employment practices and all other operations. The School Corporation shall not be wholly or in part under the control or direction of any religious denomination.

7.3 F.O.I.L. and Open Meetings Law. The School Corporation shall maintain and implement policies in order to ensure that it is in compliance with Articles Six and Seven of the Public Officers Law and all corresponding regulations.

7.4 Non-discrimination. The School Corporation shall not discriminate against any student, employee or any other person on the basis of ethnicity, national origin, gender, or disability or any other ground that would be unlawful if done by any other public school. It shall take all steps necessary to ensure that discrimination does not occur, as required by federal civil rights law.

7.5 Transactions with Affiliates. The School Corporation shall not, directly or indirectly, enter into or permit to exist any transaction (including the purchase, sale, lease or exchange of any property or the rendering of any service) with any affiliate of the School Corporation, any member past or present of the School Board or any employee past or present of the School Corporation, or any immediate family member of the foregoing individuals, unless the terms of such transaction (considering all the facts and circumstances) are no less favorable to the School Corporation than those that could be obtained at the time from a person that is not such an affiliate, member or employee or an individual related thereto.

SECTION 8. RENEWAL; CORRECTIVE PLANS; TERMINATION

8.1 Renewal Notice. No later than August 1 in the calendar year prior to expiration of the Charter, the School Corporation may provide to the Trustees an application to renew the Charter in accordance with subdivision 2851(4) of the Education Law (the "**Renewal Application**"). The Renewal Application shall contain:

(a) a report of the progress of the School in achieving the educational objectives set forth in the charter; and

(b) a detailed financial statement disclosing the cost of administration, instruction, and other spending categories for the School that will allow a comparison of such costs to other schools, both public and private; and

(c) copies of each of the Annual Reports of the School, including the School report cards and the certified financial statements; and

(d) evidence of parent and student satisfaction; and

(e) such other material and information as is required by the Trustees.

8.2 Approval or Denial of Renewal. The Trustees shall either approve or deny the application. In the event that renewal is not approved, then the parties to the Charter shall fulfill their respective obligations hereunder to the end of the term of this Charter, and the School shall follow the procedures for dissolution as set forth in subdivision 2851(2)(t) of the Education Law as supplemented by paragraph 8.6 of this Charter Agreement. In the event that the Renewal Application is granted, the Trustees, pursuant to subdivision 2851(4) and section 2852 of the Education Law, shall enter into a proposed charter with the School Corporation and forward the proposed charter and Renewal Application to the Regents. Nothing herein shall obligate the Trustees to approve a Renewal Application.

8.3 Corrective Plans. If the Trustees determine that the School Corporation is not progressing toward one or more of the performance or education goals set forth in the Charter, that the quality of the School's educational program or governance practices are not satisfactory, or that the School Corporation is not in compliance with the terms and conditions of the Charter, including but not limited to the requirements of the Charter Agreement and the Monitoring Plan, then the Trustees, in consultation with the School Corporation, may develop

and require the School Corporation to implement a corrective plan (the "**Corrective Plan**"). Nothing contained herein shall require the Trustees to undertake the development of a Corrective Plan or be in derogation of the Trustees' or the Regents' ability to revoke the Charter, place the School Corporation on probationary status, or initiate mandatory remedial action in accordance with the Act and paragraphs 8.4 and 8.5 of the Charter Agreement.

8.4 Grounds for Termination or Revocation. This Charter may be terminated and revoked:

(a) by the Trustees or the Regents in accordance with section 2855 of the Education Law; or

(b) by mutual agreement of the parties hereto.

8.5 Notice and Procedures. Should the Trustees determine that one of the grounds for termination or revocation of the Charter has occurred or is occurring, the Trustees may, at their discretion, elect as follows:

(a) to terminate the Charter; or

(b) to place the School on probationary status and prepare and cause the School to implement a remedial action plan the terms and conditions of which the School must agree to abide by in all respects.

Should the Trustees elect to terminate the Charter, notice of such shall be provided to the School Board at least thirty (30) days prior to the effective date of the proposed termination. Such notice shall include a statement of reasons for the proposed termination. Prior to termination of the Charter, the School shall be provided an opportunity to be heard and present evidence in opposition to termination. Should the Trustees elect to place the School on probationary status, such probation shall be effective upon notice to the School Corporation. In the event that the School is placed on probationary status, and does not abide by the terms and conditions of the remedial action plan to the satisfaction of the Trustees, or refuses to implement such plan, the Trustees may declare the Charter terminated with notice of such decision to be given to the School Board at least five (5) days prior to the termination date set by the Trustees.

8.6 Dissolution. In the event of termination of the Charter (whether prematurely or otherwise), the School Corporation shall follow procedures consistent with those set forth in the Terms of Operation, as required by subdivision 2851(2)(t) of the Education Law, for the transfer of students and student records to the school district in which the School is located and for the disposition of the School Corporation's assets to the school district in which the School is located or another charter school located within the school district. In addition, in case of such an event, the School Corporation will follow any additional procedures required by the Trustees or the Regents to ensure an orderly dissolution process. The Trustees may require the creation of an escrow account for the purposes of dissolution in an amount to be determined but not to exceed $25,000 and may require such account to be established pursuant to terms and conditions determined by them.

SECTION 9. MISCELLANEOUS

9.1 Disclaimer of Liability. The parties acknowledge that the School Corporation is not operating as the agent, or under the direction and control, of the Charter Schools Institute, the Trustees or the Regents except as required by law or this Charter, and that none of the Charter Schools Institute, the Trustees or the Regents assumes any liability for any loss or injury resulting from:

(a) the acts and omissions of the School Corporation, its directors, trustees, agents or employees; or

(b) the use and occupancy of the building or buildings, occupied by the School Corporation, or any matter in connection with the condition of such building or buildings; or

(c) any debt or contractual obligation incurred by the School Corporation.

The School Corporation acknowledges that it is without authority to extend the faith and credit of the Charter Schools Institute, the Trustees, the Regents or the public schools to any third party.

9.2 Receipt of Summons and/or Complaint. The School Corporation shall provide written notice to the Trustees within five (5) business days of the receipt of a summons and/or complaint in which either the School Corporation or any member of the School Board (acting in his or her capacity as a member of the School Board) is a named party to the action.

9.3 Governing Law. This Charter shall be governed by, subject to and construed under the laws of the State of New York without regard to its conflicts of laws provisions.

9.4 Waiver. No waiver of any breach of this Charter shall be held as a waiver of any other or subsequent breach.

9.5 Counterparts; Signature by Facsimile. This Charter may be signed in counterparts, which shall together constitute the original Charter. Signatures received by facsimile by either of the parties shall have the same effect as original signatures.

9.6 Terms and Conditions of Operation. The parties hereto expressly agree that the Terms of Operation set forth overall goals, standards and general operational policies of the School, and that the Terms of Operation are not a complete statement of each detail of the School's operation. To the extent that the School Corporation desires to implement specific policies, procedures or other specific terms of operation that supplement or otherwise differ from those set forth in the Terms of Operation, the School Corporation shall be permitted to implement such policies, procedures, and specific terms of operation without seeking the permission of the Trustees or a revision to the Charter, provided that such policies, procedures

and terms of operation and any changes thereto are not otherwise prohibited, circumscribed or limited by the Act, other applicable law or the Charter. Where there is a conflict between the terms of the Charter Agreement and the Terms of Operation, the terms of the Charter Agreement shall govern. Where a provision of the Charter Agreement provides additional terms or conditions as to modifying a specific policy, provision or term of operation, such specific terms and conditions shall govern. Where a provision of the Additional Assurances and Terms conflicts with the Terms of Operation or the Charter Agreement such provision of the Additional Assurances and Terms shall govern.

9.7 Revision. This Charter may be revised only by written consent of the parties hereto and, in the case of material revisions, only pursuant to subdivision 2852(7) of the Education Law.

9.8 Assignment. This Charter may not be assigned or delegated by the Applicant(s) under any circumstances, it being expressly understood that the Charter granted hereby runs solely and exclusively to the benefit of the School Corporation.

9.9 Notices. Any notice, demand, request or submission from one party to any other party or parties hereunder shall be deemed to have been sufficiently given or served for all purposes if and as of the date, it is delivered by hand, overnight courier, facsimile (with confirmation) or within three (3) business days of being sent by registered or certified mail, postage prepaid, to the parties at the following addresses:

If to the School Corporation:

With a copy to:

If to the Trustees:

Compliance Desk
Charter Schools Institute
74 North Pearl Street, 4th Floor
Albany, New York 12207

9.10 Severability. In the event that any provision of this Charter or the Terms of Operation thereof to any person or in any circumstances shall be determined to be invalid, unlawful, or unenforceable to any extent, the remainder of this Charter and the application of such provision to persons or circumstances other than those as to which it is determined to be invalid, unlawful or unenforceable, shall not be affected thereby, and each remaining provision of this Charter shall continue to be valid and may be enforced to the fullest extent permitted by law.

9.11 Entire Charter. The Charter supersedes and replaces any and all prior agreements and understandings between the Trustees and the Applicant(s). To the extent that any conflict or incompatibility exists between the Terms of Operation and the other terms of this Charter, such other terms of this Charter shall control.

9.12 Construction. This Charter shall be construed fairly as to both parties and not in favor of or against either party, regardless of which party prepared the Charter.

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BOARD OF TRUSTEES OF THE
STATE UNIVERSITY OF NEW YORK

7/12/04
Date

By: James D. Merriman IV, acting for the Board of Trustees of the State University of New York

Title: Executive Director, Charter Schools Institute, State University of New York

HARLEM LINK CHARTER SCHOOL

7/9/04
Date

By: Steven Evangelista

Title: Applicant

7/9/04
Date

By: MARGARET RYAN

Title: Applicant

BOARD OF TRUSTEES OF THE
STATE UNIVERSITY OF NEW YORK

_____
Date

By: James D. Merriman IV, acting for the Board of Trustees of the State University of New York

Title: Executive Director, Charter Schools Institute, State University of New York

HARLEM LINK CHARTER SCHOOL

Steven Evangelista 7/9/04
Date

By: Steven Evangelista

Title: Applicant

Margaret E Ryan 7/9/04
Date

By: MARGARET RYAN

Title: Applicant

EXHIBIT A

TERMS OF OPERATION

EXHIBIT B

MONITORING PLAN

Monitoring Plan

As provided in Paragraph 2.19 of the Charter Agreement, the School Corporation agrees to abide by a Monitoring Plan, the general components of which are set forth below. The requirements of the Monitoring Plan are in addition to any notification, record-keeping, or reporting requirements set forth in the Charter or applicable law, including any obligation to receive the written approval of the Trustees and/or to seek approval for revision of the Charter pursuant to subdivision 2852(7) of the Education Law.

A. The School Corporation shall maintain the following records in its offices for inspection by the Trustees and the Regents:

1. Records concerning the enrollment and admissions process including all applications received and documents concerning the lottery process if conducted;
2. Student academic and health records;
3. Attendance records for students, including withdrawals of students from the school;
4. Individual Education Programs for children with disabilities enrolled in the school;
5. Staff rosters, including records of hiring, resignation, and termination of employees of the School Corporation;
6. Evidence of credentials for all teachers;
7. Evidence that required background checks, if any, have been conducted;
8. Certificates of occupancy;
9. Other facility-related certifications or permits;
10. Lease agreements;
11. Deeds;
12. Loan documents;
13. Contracts in excess of $1,000;

14. School policies in areas such as financial management, personnel, student discipline (including suspension and expulsion), health and safety, student privacy and transportation;

15. Grievances made by students, parents, teachers, and other employees of the School Corporation, including, but not limited to, complaints received by the School Board pursuant to subdivision 2855(4) of the Education Law, together with documentation of all actions taken in response;

16. Inventory of all assets of the School Corporation that have been purchased with public funds; and

17. Documents sufficient to substantiate the School's progress on the measurable goals set forth in the Accountability Plan.

B. To corroborate information submitted by the School Corporation to the Trustees, and in order to ensure the School Corporation's full compliance with the Act and the Charter, the Trustees will:

1. Make at least two visits to the School in its first year of operation. Such visits may include an inspection of the physical plant, all categories of records set forth in subsection A of the Monitoring Plan, interviews with the director of the school and other personnel, and observation of instructional methods. Where appropriate, such visits will decrease in frequency after the first year of operation;

2. Make unannounced visits to the School;

3. Require the School to make available necessary information in response to the Trustees' inquiries, including information necessary for the Trustees to prepare annual or semi-annual evaluations of the School's financial operations, academic program, future outlook and other areas;

4. Conduct internal investigations as appropriate in response to (i) concerns raised by students, parents, employees, local school districts and other individuals or groups, including but not limited to, complaints brought pursuant to subdivision 2855(4) of the Education Law. Where appropriate, the Trustees shall issue remedial orders as permitted by subdivision 2855(4) of the Education Law;

5. Review as necessary the school's operations to determine whether any changes in such operations require formal revision of the charter pursuant to subdivision 2852(7) of the Education Law and, if so, determine whether such revision should be recommended for approval; and

6. Encourage relevant officers, employees and agents of the School Corporation to attend conferences, seminars and training sessions identified or sponsored by the Trustees and which are designed to assist the School Corporation to fulfill its mission.

C. The School Board shall provide the Trustees with a copy of all minutes from each of its meetings and executive sessions on a timely basis.

EXHIBIT C

ACCOUNTABILITY PLAN

[PLAN TO BE DEVELOPED]

EXHIBIT D

ADDITIONAL ASSURANCES AND TERMS

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EXHIBIT E

PRIOR ACTION VISIT PROTOCOL
AND
CHECKLIST

Prior Action Visit Protocol

Prior to the Trustees authorizing the School Corporation to commence operations, the School Corporation must demonstrate that it has completed the Prior Actions required of it. As set forth at paragraph 1.3 of this Charter Agreement, the Prior Actions are in addition to any other requirements imposed by the Act or the Charter. A checklist of the Prior Actions that need to be taken by the School Corporation are set forth below (the "Prior Action Checklist").

By or before August 1 of the year in which the School Corporation is first scheduled to commence instruction (or, if the School is scheduled to provide instruction prior to that date, by such date as required by the Trustees), the School Corporation shall provide to the Trustees for each item on the Prior Action Checklist an indication of whether such item has been completed as of such date. For each item not then completed, the School Corporation shall provide a status report and indicate the date on which such item shall have been completed.

The Trustees will visit the School Building for an inspection and review prior to the time that the School is scheduled to commence instruction (the "Pre-Opening Review"). The Pre-Opening Review will occur, at the earliest, fifteen days prior to such date. The Pre-Opening Review will be structured according to the checklist set forth below. The School Corporation shall have available for review by the Trustees all documents necessary to confirm the completion of each item required.

PRIOR ACTION CHECKLIST

School Name _____ Evaluator's Name _____ Date _____

GOVERNANCE AND MANAGEMENT

Satisfactorily Completed	Item	*Comments*	*Date Completed*
	The Board of Trustees has been established.		
	A permanent head of the school has been named.		
	Other key leadership roles in the school are filled, or adequately covered.		
	By-laws ratified.		
	Management contract executed.		

STAFFING

Satisfactorily Completed	Item	Comments	Date Completed
	The number of teachers is adequate and their assignments match the staffing plan.		
	Teachers are certified in accordance with Section 2854(a-1) of the Charter Law.		
	There is documentation that required background checks for all staff have been completed.		

CURRICULUM AND INSTRUCTION

Satisfactorily Completed	Item	Comments	Date Completed
	Needed instructional materials and supplies have been distributed to classrooms at every grade level.		
	A school calendar and class schedules exist and provisions have been made for them to be available to every student and every family.		
	Provisions have been made for assessing and serving students with special needs.		
	The school is prepared to provide instruction in each approved grade and only in such grades.		

STUDENTS AND PARENTS

Satisfactorily Completed	Item	Comments	Date Completed
	Parent and student orientation is completed or scheduled.		
	Student enrollment procedures have been documented and a student roster is available to teachers.		
	Student records have been received or requested and are/will be available to teachers for planning.		
	A preliminary count of students with special needs is available.		
	Student policies (including suspension and expulsion policies) have been established and are available to students and parents in written form.		
	Procedures, including security procedures, are in place for creating, storing and using student academic, attendance, and discipline records.		

FACILITIES, FURNISHINGS AND EQUIPMENT

Satisfactorily Completed	Item	Comments	Date Completed
	Available space (including classrooms, restrooms, and special purpose space) meets the requirements of the program and the number of students enrolled.		
	Space is accessible, clean, and well-lighted.		
	A certificate of occupancy is on file.		
	Certificates of insurance are on file, meeting at least the minimum levels required by the Charter Schools Act.		
	Space is safe and secure; entrance and egress from the school's space is adequately controlled.		

ACCOUNTABILITY

Satisfactorily Completed	Item	Comments	Date Completed
	There is a staff person who is assigned the responsibility for accountability.		

OTHER

Satisfactorily Completed	Item	Comments	Date Completed

Charter Schools Institute
State University of New York

NO COMMENTS RECEIVED FROM SCHOOL DISTRICT

74 North Pearl Street, 4th Floor, Albany, New York 12207 • Phone: (518) 433-8277 • Fax: (518) 427-6510
www.newyorkcharters.org

A

Charter Schools Institute
State University of New York

74 North Pearl Street, 4th Floor
Albany, New York 12207
Phone: (518) 433-8277
Fax: (518) 427-6510
www.newyorkcharters.org

James D. Merriman IV
Executive Director

MEMORANDUM

TO: Superintendents of Public School Districts in New York State

FROM: James D. Merriman, Executive Director

DATE: March 4, 2004

RE: Applications for Charter Schools

Under the New York Charter Schools Act of 1998, the Board of Trustees of the State University of New York is empowered to receive, review, and approve applications for charter schools. The Charter Schools Institute was created by the Trustees to assist them in fulfilling these responsibilities.

The Board has, as of today, received seven applications for new public charter schools. We enclose, for your information, a chart summarizing these applications. As you review this chart to determine whether one or more of the applications propose a charter school within your district's boundaries, please keep in mind that much of the information is preliminary, including the location of the proposed charter school.

The Institute is now in the process of reviewing all applications received. It is expected that sometime in May or June 2004 a formal recommendation will be made to the Board of Trustees regarding which applications should be either advanced for further consideration or considered for approval. The Board of Trustees may vote thereafter to formally approve applications, after which the proposed charters will be forwarded to the Board of Regents for its review.

At the time the Board of Trustees takes action, we will notify all relevant public and non-public schools of that fact as required by §2857(1) of the New York State Education Law. We will also provide such notification to affected public and non-public schools at each subsequent stage of the chartering process.

In addition, the Institute makes available for inspection any application it receives. Because the release of applications to the public, without first removing certain information, would constitute an unwarranted invasion of personal privacy (and possibly a violation of federal privacy law), the applications are made available only after such information is redacted. If your district was specified as the proposed location of a charter school, you will receive a courtesy copy of the redacted application under separate cover.

Should you have any questions on the above, or on charter schools generally, please feel free to contact the Institute. Thank you.

CHARTER SCHOOL APPLICATIONS – Spring 2004 Proposed Opening Fall 2005

CSI ID No.	Status	Location	School District	Proposed Charter School Name	Grade(s) Yr. 1	# of Students Yr. 1	Media Contact	Media Contact Telephone #	Management Company or Significant Partner (If Any)	Management Company Contact
2004-185	Pending	Manhattan	NYC CSD 5	Harlem Link Charter School	K, 1	108	Steve Evangelista	917-670-4770	N/A	N/A
2004-186	Pending	Bronx	NYC CSD 9	Grand Concourse Academy Charter School	K-2	175	Rev. Dr. Joe Bush, Sr.	917-287-9928	N/A	N/A
2004-187	Pending	Erie County	Buffalo CSD	The Young Women's Collegiate Charter School	6-8	180	Teena Jackson	716-228-6161	N/A	N/A
2004-188	Pending	Rensselaer County	Troy CSD	Capital Academy Charter School	6-8	120	Murat Yuksel	518-892-6563	N/A	N/A
2004-189	Pending	Brooklyn	NYC CSD 14	Masters Charter School	6, 7	150	David Mertens or Eddie Calderon-Melendez	917–309-6460 or 718-599-9224 718-387-8100	N/A	N/A
2004-190	Pending	Brooklyn	NYC CSD 20, 21 and 22	Liberty Academy Charter School	K-4	240	Patrick Condren	718-491-1705	National Heritage Academies	Nick Paradiso 518-221-9730
2004-191	Pending	Albany County	Albany CSD	Achievement Academy Charter School	5	75	Orville Abrahams	518-374-9136 Ext. 143	Achievement First, Inc.	Doug McCurry 203-773-0390

Albany City School District
Superintendent
Academy Park
Albany, NY 12207

Berne-Knox-Westerlo Central School District
Superintendent
1738 Helderberg Trail
Berne, NY 12023

Bethlehem Central School District
Superintendent
90 Adams Place
Delmar, NY 12054

Ravena-Coeymans-Selkirk Central School District
Superintendent
26 Thatcher Street
Selkirk, NY 12158

Cohoes City School District
Superintendent
Bevan Street
Cohoes, NY 12047

South Colonie Central School District
Superintendent
102 Loralee Drive
Albany, NY 12205

North Colonie Central School District
Superintendent
91 Fiddlers Lane
Latham, New York 12110-5349

Menands Union Free School District
Superintendent
17 Wards Lane
Menands, NY 12204

Maplewood Common School District
Superintendent
32 Cohoes Road
Watervliet, NY 12189

Green Island Union Free School District
Superintendent
171 Hudson Avenue
Green Island, NY 12183

Guilderland Central School District
Superintendent
76 State Farm Road
Guilderland, NY 12084

Voorheesville Central School District
Superintendent
432 New Salem Road
Voorheesville, NY 12186

Watervliet City School District
Superintendent
Tenth Avenue & 25th Street
Watervliet, NY 12189

Alfred-Almond Central School District
Superintendent
6795 Route 21
Almond, NY 14804

Andover Central School District
Superintendent
21-35 Elm Street
Andover, NY 14806

Genesee Valley Central School District
At Angelica Belmont
Superintendent
24 South Street
Belmont, NY 14813

Belfast Central School District
Superintendent
One King Street
Belfast, NY 14711

Canaseraga Central School District
Superintendent
4-8 Main Street
Canaseraga, NY 14822

Friendship Central School District
Superintendent
46 West Main Street
Friendship, NY 14739

Fillmore Central School District
Superintendent
P.O. Box 177
Fillmore, NY 14735

Whitesville Central School District
Superintendent
[redacted]2 Main Street
Whitesville, NY 14897

Cuba-Rushford Central School District
Superintendent
5476 Route 305
Cuba, NY 14727

Scio Central School District
Superintendent
3968 Washington Street
Scio, NY 14880

Wellsville Central School District
Superintendent
126 West State Street
Wellsville, NY 14895

Bolivar-Richburg Central School District
Superintendent
[redacted]00 School Street
[redacted]olivar, NY 14715

Chenango Forks Central School District
Superintendent
One Gordon Drive
Binghamton, NY 13901

Binghamton City School District
Superintendent
164 Hawley Street
Binghamton, NY 13901

Harpursville Central School District
Superintendent
54 Main Street
Harpursville, NY 13787

Susquehanna Valley Central School
Superintendent
1040 Conklin Road
[redacted]onklin, NY 13748

Chenango Valley Central School District
Superintendent
1160 Chenango Street
Binghamton, NY 13901

Maine-Endwell Central School District
Superintendent
[redacted] Farm-to-Market Road
Endwell, NY 13760

Deposit Central School District
Superintendent
171 Second Street
Deposit, NY 13754

Whitney Point Central School District
Superintendent
10 Keibel Road
Whitney Point, NY 13862

Union-Endicott Central School District
Superintendent
1100 East Main Street
Endicott, NY 13760

Johnson City Central School District
Superintendent
[redacted]666 Reynolds Road
[redacted]hnson City, NY 13790

Vestal Central School District
Superintendent
201 Main Street
Vestal, NY 13850

Windsor Central School District
Superintendent
215 Main Street
Windsor, NY 13865

West Valley Central School District
Superintendent
5359 School Street
West Valley, NY 14171

Allegany - Limestone Central School District
Superintendent
3131 Five Mile Road
Allegany, NY 14706

Ellicottville Central School District
Superintendent
5873 Route 219
Ellicottville, NY 14731

Franklinville Central School District
Superintendent
North Main Street
Franklinville, NY 14737

Hinsdale Central School District
Superintendent
3701 Main Street
Hinsdale, NY 14743

Cattaraugus-Little Valley Central School District
Superintendent
207 Rock City Street
Little Valley, NY 14755

Olean City School District
Superintendent
410 West Sullivan Street
Olean, NY 14760

Gowanda Central School District
Superintendent
10674 Prospect Street
Gowanda, NY 14070

Portville Central School District
Superintendent
Elm Street
Portville, NY 14770

Randolph Central School District
Superintendent
18 Main Street
Randolph, NY 14772

Randolph Academy Union Free School District
Superintendent
336 Main Street
Randolph, NY 14772

Salamanca City School District
Superintendent
50 Iroquois Drive
Salamanca, NY 14779

JUL 89

Yorkshire-Pioneer Central School District
Superintendent
County Line Road
Yorkshire, NY 14173

Auburn City School District
Superintendent
78 Thornton Avenue
Auburn, NY 13021

Weedsport Central School District
Superintendent
2821 East Brutus Street
Weedsport, NY 13166

Cato-Meridian Central School District
Superintendent
2851 State Route 370
Cato, NY 13033

Southern Cayuga Central School District
Superintendent
3384 Route 34B
Aurora, NY 13026

Port Byron Central School District
Superintendent
30 Maple Avenue
Port Byron, NY 13140

Moravia Central School District
Superintendent
68 South Main Street
Moravia, NY 13118

Union Springs Central School District
Superintendent
239 Cayuga Street
Union Springs, NY 13160

Southwestern Central School District
at Jamestown
Superintendent
600 Hunt Road
Jamestown, NY 14701

Frewsburg Central School District
Superintendent
26 Institute Street
Frewsburg, NY 14738

Cassadaga Valley Central School District
Superintendent
Route 60
Sinclairville, NY 14782

Chautauqua Lake Central School District
Superintendent
100 North Erie Street
Mayville, NY 14757-9755

Pine Valley Central School District (South Dayton)
Superintendent
7755 Route 83
South Dayton, NY 14138

Clymer Central School District
Superintendent
8672 East Main Street
Clymer, NY 14724

Dunkirk City School District
Superintendent
620 Marauder Drive
Dunkirk, NY 14048

Bemus Point Central School District
Superintendent
3980 Dutch Hollow Road
Bemus Point, NY 14712

Falconer Central School District
Superintendent
2 East Avenue, North
Falconer, NY 14733

Silver Creek Central School District
Superintendent
Dickinson Street
Silver Creek, NY 14136

Forestville Central School District
Superintendent
12 Water St
Forestville, NY 14062

Panama Central School District
Superintendent
41 North Street
Panama, NY 14767

Jamestown City School District
Superintendent
1 East Fourth Street
Jamestown, NY 14701

Fredonia Central School District
Superintendent
425 East Main Street
Fredonia, NY 14063

Brocton Central School District
Superintendent
138 West Main Street
Brocton, NY 14716

Ripley Central School District
Superintendent
12 North State Street
Ripley, NY 14775

Sherman Central School District
Superintendent
127 Park Street
Sherman, NY 14781

Westfield Central School District
Superintendent
203 East Main Street
Westfield, NY 14787

Elmira City School District
Superintendent
951 Hoffman Street
Elmira, NY 14905

Horseheads Central School District
Superintendent
One Raider Lane
Horseheads, NY 14845

Elmira Heights Central School District
Superintendent
100 Robinwood Avenue
Elmira Heights, NY 14903

Afton Central School District
Superintendent
29 Academy Street
Afton, NY 13730

Bainbridge-Guilford Central School District
Superintendent
Juliand Street
Bainbridge, NY 13733

Greene Central School District
Superintendent
40 South Canal Street
Greene, NY 13778

Unadilla Valley Central School District
Superintendent
One School Street
New Berlin, NY 13411

Norwich City School District
Superintendent
112 South Broad Street
Norwich, NY 13815

Georgetown-South Otselic Central School District
Superintendent
125 County Road, Box 13A
uth Otselic, NY 13155

Oxford Academy & Central School District
Superintendent
10 Fort Hill Park
Oxford, NY 13830

Sherburne-Earlville Cental School District
Superintendent
15 School Street
Sherburne, NY 13460

Ausable Valley Central School District
Superintendent
1273 Route 9N
Clintonville, NY 12924

Beekmantown Central School District
Superintendent
6944 Route 22
P.O. Box 829
attsburgh, NY 12901

Northeastern Clinton Central School District
Superintendent
103 Route 276
Champlain, NY 12919

Chazy Union Free School District
Superintendent
[redacted] Miner Farm Road
Chazy, NY 12921

Northern Adirondack Central School District
Superintendent
Route 11
Ellenburg Depot, NY 12935

Peru Central School District
Superintendent
17 School Street
Peru, NY 12972

Plattsburgh City School District
Superintendent
49 Broad Street
Plattsburgh, NY 12901

Saranac Central School District
Superintendent
[redacted] Emmons Street
Dannemora, New York 12929

Berkshire Union Free School District
Superintendent
13640 Route 22
Canaan, NY 12029

Taconic Hills Central School District
Superintendent
73 County Route 11A
Craryville, NY 12521

Germantown Central School District
Superintendent
123 Main Street
Germantown, NY 12526

Chatham Central School District
Superintendent
50 Woodbridge Avenue
Chatham, NY 12037

Hudson City School District
Superintendent
621 State Route 23B
Hudson, NY 12534

Kinderhook Central School District
Superintendent
[redacted]0 Route 9
Valatie, NY 12184

New Lebanon Central School District
Superintendent
14665 Route 22
West Lebanon, NY 12195

Cincinnatus Central School District
Superintendent
2809 Cincinnatus Road
Cincinnatus, NY 13040

Cortland City School District
Superintendent
One Valley View Drive
Cortland, NY 13045

McGraw Central School District
Superintendent
10 West Academy Street
[redacted]. Box 556
McGraw, NY 13101

Homer Central School District
Superintendent
80 South West Street
Homer, NY 13077

Marathon Central School District
Superintendent
One East Main Street
Marathon, NY 13803

Andes Central School District
Superintendent
Delaware Avenue
Andes, NY 13731

Downsville Central School District
Superintendent
Maple Avenue
Downsville, NY 13755

Charlotte Valley Central School District
Superintendent
Route 23
Davenport, NY 13750

Delhi Central School District
Superintendent
[redacted]heldon Drive
Delhi, NY 13753

Franklin Central School District
Superintendent
15 Institute Street
Franklin, NY 13775

Hancock Central School District
Superintendent
67 Education Lane
Hancock, NY 13783

Margaretville Central School District
Superintendent
415 Main Street
Margaretville, NY 12455

Roxbury Central School District
Superintendent
[redacted]ain Street
[redacted]xbury, NY 12474

Sidney Central School District
Superintendent
95 West Main Street
Sidney, NY 13838

Stamford Central School District
Superintendent
One River Street
Stamford, NY 12167

South Kortright Central School District
Superintendent
58200 State Highway 10
South Kortright, NY 13842

Walton Central School District
Superintendent
47-49 Stockton Avenue
Walton, NY 13856

Beacon City School District
Superintendent
10 Education Drive
Beacon, NY 12508

Dover Union Free School District
Superintendent
[redacted]8 Route 22
Dover Plains, NY 12522

Hyde Park Central School District
Superintendent
386 Violet Avenue
Hyde Park, NY 12538

Northeast Central School District
Superintendent
Haight Road
Amenia, NY 12501

Pawling Central School District
Superintendent
7 Haight Street
Pawling, NY 12564

Pine Plains Central School District
Superintendent
[redacted]2829 Church Street
[redacted]e Plains, NY 12567

Poughkeepsie City School District
Superintendent
11 College Avenue
Poughkeepsie, NY 12603

Arlington Central School District
Superintendent
696 Dutchess Turnpike
Poughkeepsie, NY 12603

Spackenkill Union Free School District
Superintendent
15 Croft Road
Poughkeepsie, NY 12603

Red Hook Central School District
Superintendent
9 Mill Road
Red Hook, NY 12571

Rhinebeck Central School District
Superintendent
45 North Park Road
Rhinebeck, NY 12572

Wappingers Central School District
Superintendent
29 Marshall Road
Wappingers Falls, NY 12590

Millbrook Central School District
Superintendent
Thorne Building-Maple Road
Millbrook, NY 12545

Alden Central School District
Superintendent
13190 Park Street
Alden, NY 14004

Amherst Central School District
Superintendent
55 Kings Highway
Amherst, NY 14226

Williamsville Central School District
Superintendent
105 Casey Road
East Amherst, NY 14051

Sweet Home Central School District
Superintendent
1901 Sweet Home Road
Amherst, NY 14228

East Aurora Union Free School District
Superintendent
430 Main Street
East Aurora, NY 14052

Buffalo City School District
Superintendent
708 City Hall
Buffalo, NY 14202

Cheektowaga Central School District
Superintendent
3600 Union Road
Cheektowaga, NY 14225

Cheektowaga-Maryvale Union Free School District
Superintendent
[redacted]0 Maryvale Drive
Cheektowaga, NY 14225

Cleveland Hill Union Free School District
Superintendent
105 Mapleview Road
Cheektowaga, NY 14225

Depew Union Free School District
Superintendent
591 Terrace Boulevard
Depew, NY 14043

Cheektowaga-Sloan Union Free School District
Superintendent
166 Halstead Avenue
Sloan, NY 14212

Clarence Central School District
Superintendent
[redacted]625 Main Street
[redacted]rence, NY 14031

Springville-Griffith Institute Central School District
Superintendent
307 Newman Street
Springville, NY 14141

Eden Central School District
Superintendent
P.O. Box 267
Eden, NY 14057

Iroquois Central School District
Superintendent
2111 Girdle Road
Elma, NY 14059

Evans-Brant Central School District (Lake Shore)
Superintendent
8855 Erie Road
Angola, NY 14006

Grand Island Central School District
Superintendent
1100 Ransom Road
Grand Island, NY 14072

Hamburg Central School District
Superintendent
[redacted]5 Abbott Road
Hamburg, NY 14075

Hopevale Union Free School District at Hamburg
Superintendent
3780 Howard Road
Hamburg, NY 14075

Frontier Central School District
Superintendent
S-5120 Orchard Avenue
Hamburg, NY 14075

Holland Central School District
Superintendent
103 Canada Street
Holland, NY 14080

Lackawanna City School District
Superintendent
[redacted]30 Johnson Street
[redacted]kawanna, NY 14218

Lancaster Central School District
Superintendent
177 Central Avenue
Lancaster, NY 14086

Akron Central School District
Superintendent
47 Bloomingdale Avenue
Akron, NY 14001

North Collins Central School District
Superintendent
2045 School Street
North Collins, NY 14111

Orchard Park Central School District
Superintendent
3330 Baker Road
Orchard Park, NY 14127

Tonawanda City School District
Superintendent
202 Broad Street
Tonawanda, NY 14150

Kenmore-Tonawanda Union Free School District
Superintendent
[redacted]0 Colvin Boulevard
Buffalo, NY 14223

West Seneca Central School District
Superintendent
1397 Orchard Park Road
West Seneca, NY 14224

Crown Point Central School District
Superintendent
2758 Main Street
Crown Point, NY 12928

Elizabethtown-Lewis Central School District
Superintendent
Court Street
Elizabethtown, NY 12932

Keene Central School District
Superintendent
[redacted]arket Street
[redacted]ne Valley, NY 12943

Minerva Central School District
Superintendent
1466 County Route 29
Olmstedville, NY 12857

Moriah Central School District
Superintendent
H. C. R. 1, Box 7A
Port Henry, NY 12974

Newcomb Central School District
Superintendent
5535 Route 28N
Newcomb, NY 12852

Lake Placid Central School District
Superintendent
23 Cummins Road
Lake Placid, NY 12946

Schroon Lake Central School District
Superintendent
1125 Route 9
Schroon Lake, NY 12870

Ticonderoga Central School District
Superintendent
Amherst Avenue
Ticonderoga, NY 12883

Westport Central School District
Superintendent
55 Sisco Street
Westport, NY 12993

Willsboro Central School District
Superintendent
18 Farrell Road
Willsboro, NY 12996

Tupper Lake Cental School District
Superintendent
294 Hosley Avenue
Tupper Lake, NY 12986

Chateaugay Central School District
Superintendent
42 River Street
Chateaugay, NY 12920

Salmon River Central School District
Superintendent
637 County Route 1
Fort Covington, NY 12937

Saranac Lake Central School District
Superintendent
99 Lapan Highway
Saranac Lake, NY 12983

Malone Central School District
Superintendent
80 West Street
Malone, NY 12953

Brushton-Moira Central School District
Superintendent
Gale Road
Brushton, NY 12916

St. Regis Falls Central School District
Superintendent
92 North Main Street
St. Regis Falls, NY 12980

Wheelerville Union Free School District
Superintendent
[redacted]7 State Highway 10
Caroga Lake, NY 12032

Gloversville City School District
Acting Superintendent
243 Lincoln Street
Gloversville, NY 12078

Johnstown City School District
Superintendent
2 Wright Drive, Suite 101
Johnstown, NY 12095

Mayfield Central School District
Superintendent
27 School Street
Mayfield, NY 12117

Northville Central School District
Superintendent
[redacted]31 South Third Street
[redacted]rthville, NY 12134

Oppenheim-Ephratah Central School District
Superintendent
6486 State Highway 29
St. Johnsville, NY 13452

Broadalbin-Perth Central School District
Superintendent
14 School Street
Broadalbin, NY 12025

Alexander Central School District
Superintendent
3314 Buffalo Street
Alexander, NY 14005

Batavia City School District
Superintendent
39 Washington Avenue
Batavia, NY 14021

Byron-Bergen Central School District
Superintendent
6917 West Bergen Road
Bergen, NY 14416

Elba Central School District
Superintendent
South Main Street
Elba, NY 14058

Le Roy Central School District
Superintendent
2-6 Trigon Park
Le Roy, NY 14482

Oakfield-Alabama Central School District
Superintendent
7001 Lewiston Road
Oakfield, NY 14125

Pavilion Central School District
Superintendent
7014 Big Tree Road
Pavilion, NY 14525

Pembroke Central School District
Superintendent
Routes 5 & 77
Corfu, NY 14036

Cairo-Durham Central School District
Superintendent
424 Main Street
Cairo, NY 12413

Catskill Central School District
Superintendent
343 West Main Street
Catskill, NY 12414

Coxsackie-Athens Central School District
Superintendent
24 Sunset Boulevard
Coxsackie, NY 12051

Greenville Central School District
Superintendent
4972 Route 81
Greenville, NY 12083

Hunter-Tannersville Central School District
Superintendent
6094 Main Street
Tannersville, NY 12485

Windham-Ashland-Jewett Central School District
Superintendent
Main Street
Windham, NY 12496

Piseco Common School District
Superintendent
Route 8
Piseco, NY 12139

Indian Lake Central School District
Superintendent
28 West Main Street
Indian Lake, NY 12842

Inlet Common School District
Superintendent
Route 28
P.O. Box 207
Old Forge, NY 13420

Lake Pleasant Central School District
Superintendent
Elm Lake Road
Speculator, NY 12164

Long Lake Central School District
Superintendent
School Street
Long Lake, NY 12847

Raquette Lake Union Free School District
Superintendent
115 Route 28
Raquette Lake, NY 13436

Wells Central School District
Superintendent
Route 30
Wells, NY 12190

West Canada Valley Central School District
Superintendent
5447 State Route 28
Newport, NY 13416

Frankfort-Schuyler Central School District
Superintendent
605 Palmer Street
Frankfort, NY 13340

Ilion Central School District
Superintendent
[redacted]ber Avenue
Ilion, NY 13357

Mohawk Central School District
Superintendent
28 Grove Street
Mohawk, NY 13407

Herkimer Central School District
Superintendent
801 West German Street
Herkimer, NY 13350

Little Falls City School District
Superintendent
15 Petrie Street
Little Falls, NY 13365

Dolgeville Central School District
Superintendent
[redacted] Slawson Street Extension
[redacted]lgeville, NY 13329

Poland Central School District
Superintendent
74 Cold Brook Street
Poland, NY 13431

VanHornesville-Owen D. Young
Central School District
Superintendent
2316 State Route 80
Van Hornesville, NY 13475

Town Of Webb Union Free School District
Superintendent
3002 Main Street
Old Forge, NY 13420

Bridgewater-West Winfield Central School District
Superintendent
500 Fairground Road
West Winfield, NY 13491

South Jefferson Central School District
Superintendent
131-80 US Route 11
Adams Center, NY 13606

Alexandria Central School District
Superintendent
[redacted]Bolton Avenue
Alexandria Bay, NY 13607

Indian River Central School District
Superintendent
327-35B County Route 29
Philadelphia, NY 13673

General Brown Central School District
Superintendent
176-43 Cemetery Road
Dexter, NY 13634

Thousand Islands Central School District
Superintendent
8483 County Route 9
Clayton, NY 13624

Belleville Henderson Central School District
Superintendent
[redacted]372 County Route 75
[redacted]lleville, NY 13611

Sackets Harbor Central School District
Superintendent
Broad Street
Sackets Harbor, NY 13685

Lyme Central School District
Superintendent
118-68 Academy Street
Chaumont, NY 13622

La Fargeville Central School District
Superintendent
205-03 Sunrise Avenue
La Fargeville, NY 13656

Watertown City School District
Superintendent
376 Butterfield Avenue
Watertown, NY 13601

Carthage Central School District
Superintendent
250-59 County Route 197
Carthage, NY 13619

Copenhagen Central School District
Superintendent
Mechanic Street
Copenhagen, NY 13626

Harrisville Central School District
Superintendent
Mill Street
Harrisville, NY 13648

Lowville Academy & Central School District
Superintendent
7668 State Street
Lowville, NY 13367

South Lewis Central School District
Superintendent
East Road
Turin, NY 13473

Beaver River Central School District
Superintendent
Artz Road
Beaver Falls, NY 13305

Avon Central School District
Superintendent
191 Clinton Street
Avon, NY 14414

Caledonia-Mumford Central School District
Superintendent
99 North Street
Caledonia, NY 14423

Geneseo Cental School District
Superintendent
4050 Avon Road
Geneseo, NY 14454

Livonia Central School District
Superintendent
6 Puppy Lane
Livonia, NY 14487

Mount Morris Central School District
Superintendent
30 Bonadonna Avenue
Mount Morris, NY 14510

Dansville Central School District
Superintendent
9 Main Street
Dansville, NY 14437

Dalton-Nunda Central School District (Keshequa)
Superintendent
15 Mill Street
Nunda, NY 14517

York Central School District
Superintendent
2578 Genesee Street
Retsof, NY 14539

Brookfield Central School District
Superintendent
1910 Fairground Road
Brookfield, NY 13314

Cazenovia Central School District
Superintendent
31 Emory Avenue
Cazenovia, NY 13035

DeRuyter Central School District
Superintendent
711 Railroad Street
DeRuyter, NY 13052

Morrisville-Eaton Central School District
Superintendent
Cambridge Avenue
Morrisville, NY 13408

Hamilton Central School District
Superintendent
West Kendrick Avenue
Hamilton, NY 13346

Canastota Central School District
Superintendent
120 Roberts Street
Canastota, NY 13032

Madison Central School District
Acting Superintendent
7303 Route 20
Madison, NY 13402

Oneida City School District
Superintendent
[redacted] Sayles Street
Oneida, NY 13421

Stockbridge Valley Central School District
Superintendent
6011 Williams Road
Munnsville, NY 13409

Chittenango Central School District
Superintendent
1732 Fyler Road
Chittenango, NY 13037

Brighton Central School District
Superintendent
2035 Monroe Avenue
Rochester, NY 14618

Gates-Chili Central School District
Superintendent
910 Wegman Road
[redacted]chester, NY 14624

Greece Central School District
Superintendent
750 Maiden Lane
North Greece, NY 14515

East Irondequoit Central School District
Superintendent
600 Pardee Road
Rochester, NY 14609

West Irondequoit Central School District
Superintendent
370 Cooper Road
Rochester, NY 14617

Honeoye Falls-Lima Central School District
Superintendent
20 Church Street
Honeoye Falls, NY 14472

Spencerport Central School District
Superintendent
71 Lyell Avenue
Spencerport, NY 14559

Hilton Central School District
Superintendent
[redacted] West Avenue
Hilton, NY 14468

Penfield Central School District
Superintendent
P.O. Box 900
Penfield, NY 14526

Fairport Central School District
Superintendent
38 West Church Street
Fairport, NY 14450

East Rochester Union Free School District
Superintendent
222 Woodbine Avenue
East Rochester, NY 14445

Pittsford Central School District
Superintendent
[redacted] West Jefferson Road
[redacted]tsford, NY 14534

Churchville-Chili Central School District
Superintendent
139 Fairbanks Road
Churchville, NY 14428

Rochester City School District
Superintendent
131 West Broad Street
Rochester, NY 14614

Rush-Henrietta Central School District
Superintendent
2034 Lehigh Station Road
Henrietta, NY 14467

Brockport Central School District
Superintendent
40 Allen Street
Brockport, NY 14420

Webster Central School District
Superintendent
119 South Avenue
Webster, NY 14580

Wheatland-Chili Central School District
Superintendent
[redacted] North Road
Scottsville, NY 14546

Amsterdam City School District
Superintendent
11 Liberty Street
Amsterdam, NY 12010

Canajoharie Central School District
Superintendent
136 Scholastic Way
Canajoharie, NY 13317

Fonda-Fultonville Central School District
Superintendent
112 Old Johnstown Road
Fonda, NY 12068

Fort Plain Central School District
Superintendent
[redacted] High Street
[redacted]t Plain, NY 13339

St. Johnsville Central School District
Superintendent
61 Monroe Street
St. Johnsville, NY 13452

Glen Cove City School District
Superintendent
Dosoris Lane
Glen Cove, NY 11542

Hempstead Union Free School District
Superintendent
185 Peninsula Boulevard
Hempstead, NY 11550

Uniondale Union Free School District
Superintendent
933 Goodrich Street
Uniondale, NY 11553

East Meadow Union Free School District
Superintendent
101 Carman Avenue
East Meadow, NY 11554

North Bellmore Union Free School District
Superintendent
[redacted]6 Martin Avenue
North Bellmore, NY 11710

Levittown Union Free School District
Superintendent
150 Abbey Lane
Levittown, NY 11756

Seaford Union Free School District
Superintendent
1600 Washington Avenue
Seaford, NY 11783

Bellmore Union Free School District
Superintendent
2750 South St. Mark's Avenue
Bellmore, NY 11710

Roosevelt Union Free School District
Superintendent
[redacted]40 Denton Place
[redacted]osevelt, NY 11575

Freeport Union Free School District
Superintendent
235 North Ocean Avenue
Freeport, NY 11520

Baldwin Union Free School District
Superintendent
960 Hastings Street
Baldwin, NY 11510

Oceanside Union Free School District
Superintendent
145 Merle Avenue
Oceanside, NY 11572

Malverne Union Free School District
Superintendent
301 Wicks Lane
Malverne, NY 11565

Valley Stream 13 Union Free School District
Superintendent
585 North Corona Avenue
Valley Stream, NY 11580

Hewlett-Woodmere Union Free School District
Superintendent
One Johnson Place
Woodmere, NY 11598

Lawrence Union Free School District
Superintendent
195 Broadway
Lawrence, NY 11559

Elmont Union Free School District
Superintendent
135 Elmont Road
Elmont, NY 11003

Franklin Square Union Free School District
Superintendent
760 Washington Street
Franklin Square, NY 11010

Garden City Union Free School District
Superintendent
56 Cathedral Avenue
Garden City, NY 11530

East Rockaway Union Free School District
Superintendent
443 Ocean Avenue
East Rockaway, NY 11518

Lynbrook Union Free School District
Superintendent
111 Atlantic Avenue
Lynbrook, NY 11563

Rockville Centre Union Free School District
Superintendent
128 Shepherd Street
Rockville Centre, NY 11570

Floral Park-Bellerose Union Free School District
Superintendent
One Poppy Place
Floral Park, NY 11001

Wantagh Union Free School District
Superintendent
3301 Beltagh Avenue
Wantagh, NY 11793

Valley Stream 24 Union Free School District
Superintendent
[redacted] Horton Avenue
Valley Stream, NY 11581

Merrick Union Free School District
Superintendent
21 Babylon Road
Merrick, NY 11566

Island Trees Union Free School District
Superintendent
74 Farmedge Road
Levittown, NY 11756

West Hempstead Union Free School District
Superintendent
252 Chestnut Street
West Hempstead, NY 11552

North Merrick Union Free School District
Superintendent
1057 Merrick Avenue
[redacted]errick, NY 11566

Valley Stream 30 Union Free School District
Superintendent
150 Washington Avenue
Valley Stream, NY 11580

Island Park Union Free School District
Superintendent
150 Trafalgar Boulevard
Island Park, NY 11558

Valley Stream Central High School District
Superintendent
One Kent Road
Valley Stream, NY 11582

Sewanhaka Central High School District
Superintendent
555 Ridge Road
Elmont, NY 11003

Bellmore-Merrick Central High School District
Superintendent
1260 Meadowbrook Road
North Merrick, NY 11566

Long Beach City School District
Superintendent
[redacted] Lido Boulevard
Long Beach, NY 11561

Westbury Union Free School District
Superintendent
2 Hitchcock Lane
Old Westbury, NY 11568

East Williston Union Free School District
Superintendent
11 Bacon Road
Old Westbury, NY 11568

Roslyn Union Free School District
Superintendent
300 Harbor Hill Road
Roslyn, NY 11576

Port Washington Union Free School District
Superintendent
100 Campus Drive
[redacted]t Washington, NY 11050

New Hyde Park-Garden City Park Union Free School District
Superintendent
1950 Hillside Avenue
New Hyde Park, NY 11040

Manhasset Union Free School District
Superintendent
200 Memorial Place
Manhasset, NY 11030

Great Neck Union Free School District
Superintendent
345 Lakeville Road
Great Neck, NY 11020

Herricks Union Free School District
Superintendent
99 Shelter Rock Road
New Hyde Park, NY 11040

Mineola Union Free School District
Superintendent
200 Emory Road
Mineola, NY 11501

Carle Place Union Free School District
Superintendent
[redacted] Cherry Lane
Carle Place, NY 11514

North Shore Central School District
Superintendent
112 Franklin Avenue
Sea Cliff, NY 11579

Syosset Central School District
Superintendent
99 Pell Lane
Syosset, NY 11791

Locust Valley Central School District
Superintendent
22 Horse Hollow Road
Locust Valley, NY 11560

Plainview-Old Bethpage Central School District
Superintendent
106 Washington Avenue
[redacted]ainview, NY 11803

Oyster Bay-East Norwich Central School District
Superintendent
One McCouns Lane
Oyster Bay, NY 11771

Jericho Union Free School District
Superintendent
99 Cedar Swamp Road
Jericho, NY 11753

Hicksville Union Free School District
Superintendent
200 Division Avenue
Hicksville, NY 11801

Plainedge Union Free School District
Superintendent
241 Wyngate Drive
North Massapequa, NY 11758

Bethpage Union Free School District
Superintendent
10 Cherry Avenue
Bethpage, NY 11714

Farmingdale Union Free School District
Superintendent
Van Cott Avenue
Farmingdale, NY 11735

Massapequa Union Free School District
Superintendent
4925 Merrick Road
Massapequa, NY 11758

Joel Klein
Chancellor
New York City Department of Education
52 Chambers Street, Room 405
New York, New York 10007

NYC Community School District 1
Superintendent
80 Montgomery Street
New York, NY 10002

NYC Community School District 2
Superintendent
333 Seventh Avenue, 7th Floor
New York, NY 10001

NYC Community School District 3
Superintendent
154 West 93rd Street
New York, NY 10025

NYC Community School District 4
Superintendent
319 East 117th Street
New York, NY 10035

NYC Community School District 5
Superintendent
433 West 123rd Street
New York, NY 10027

NYC Community School District 6
Superintendent
4360 Broadway
New York, NY 10033

Manhattan High School District Office
Superintendent
122 Amsterdam Avenue
New York, NY 10023

Chancellor's District 85 - Manhattan
Superintendent
110 Livingston Street, Room 310
Brooklyn, NY 11201

NYC Community School District 7
Superintendent
501 Courtlandt Avenue
Bronx, NY 10451

NYC Community School District 8
Superintendent
650 White Plains Road
Bronx, NY 10473

NYC Community School District 9
Superintendent
1377 Jerome Avenue
Bronx, NY 10452

NYC Community School District 10
Superintendent
One Fordham Plaza, Room 805
Bronx, NY 10458

NYC Community School District 11
Superintendent
1250 Arnow Avenue
Bronx, NY 10469

NYC Community School District 12
Superintendent
1000 Jennings Street
Bronx, NY 10460

Bronx High School District Office
Superintendent
3000 East Tremont Avenue
Bronx, NY 10461

Chancellor's District 85 - Bronx
Superintendent
110 Livingston Street, Room 310
Brooklyn, NY 11201

NYC Community School District 13
Superintendent
355 Park Place
Brooklyn, NY 11238

NYC Community School District 14
Superintendent
215 Heyward Street
Brooklyn, NY 11206

NYC Community School District 15
Superintendent
360 Smith Street
Brooklyn, NY 11231

NYC Community School District 16
Superintendent
1010 Lafayette Avenue
Brooklyn, NY 11221

NYC Community School District 17
Superintendent
19 Duryea Place
Brooklyn, NY 11226

NYC Community School District 18
Superintendent
755 East 100th Street
Brooklyn, NY 11236

NYC Community School District 19
Superintendent
557 Pennsylvania Avenue
Brooklyn, NY 11207

NYC Community School District 20
Superintendent
[redacted]1 59th Street
Brooklyn, NY 11219

NYC Community School District 21
Superintendent
521 West Street
Brooklyn, NY 11224

NYC Community School District 22
Superintendent
2525 Haring Street
Brooklyn, NY 11235

NYC Community School District 23
Superintendent
2240 Dean Street
Brooklyn, NY 11233

NYC Community School District 32
Superintendent
[redacted]97 Bushwick Avenue
[redacted]ooklyn, NY 11221

Brooklyn High School District Office
Superintendent
1600 Avenue L
Brooklyn, NY 11230

Chancellor's District 85 - Brooklyn
Superintendent
110 Livingston Street, Room 310
Brooklyn, NY 11201

NYC Community School District 24
Superintendent
8000 Cooper Avenue
Glendale, NY 11385

NYC Community School District 25
Superintendent
[redacted]48 Linden Place
Flushing, NY 11354

NYC Community School District 26
Superintendent
61-15 Oceania Street
Bayside, NY 11364

NYC Community School District 27
Superintendent
82-01 Rockaway Boulevard
Ozone Park, NY 11416

NYC Community School District 28
Superintendent
108-55 69th Avenue
Forest Hills, NY 11375

NYC Community School District 29
Superintendent
[redacted]ne Cross Island Plaza
[redacted]sedale, NY 11422

NYC Community School District 30
Superintendent
49-05 20th Avenue
Jackson Heights, NY 11370

Queens District 75
Superintendent
400 First Avenue, Room 80
New York, NY 11010

Alternative High School
Superintendent
45-18 Court Square, 2nd Floor
Long Island City, New York 11101

Chancellor's District 85 - Queens
Superintendent
110 Livingston Street, Room 310
Brooklyn, NY 11201

Barker Central School District
Superintendent
1628 Quaker Road
Barker, NY 14012

Lewiston-Porter Central School District
Superintendent
4061 Creek Road
Youngstown, NY 14174

Lockport City School District
Superintendent
130 Beattie Avenue
Lockport, NY 14094

Newfane Central School District
Superintendent
6048 Godfrey Road
Burt, NY 14108

Niagara-Wheatfield Central School District
Superintendent
6700 Shultz Road
Niagara Falls, NY 14304

Niagara Falls City School District
Superintendent
607 Walnut Avenue
Niagara Falls, NY 14302

North Tonawanda City School District
Superintendent
175 Humphrey Street
North Tonawanda, NY 14120

Starpoint Central School District
Superintendent
6653 Mapleton Road
Lockport, NY 14094

Royalton-Hartland Central School District
Superintendent
54 State Street
Middleport, NY 14105

Barker Central School District
Superintendent
1628 Quaker Road
Barker, NY 14012

Wilson Central School District
Superintendent
412 Lake Street
Wilson, NY 14172

Adirondack Central School District
Superintendent
[illegible]10 Ford Street
[illegible]onville, NY 13309

Camden Central School District
Superintendent
51 Third Street
Camden, NY 13316

Clinton Central School District
Superintendent
75 Chenango Avenue
Clinton, NY 13323

New Hartford Central School District
Superintendent
33 Oxford Road
New Hartford, NY 13413

New York Mills Union Free School District
Superintendent
One Marauder Boulevard
New York Mills, NY 13417

Sauquoit Valley Central School District
Superintendent
2601 Oneida Street
Sauquoit, NY 13456

Remsen Central School District
Superintendent
[redacted]vis Drive
Remsen, NY 13438

Rome City School District
Superintendent
112 East Thomas Street
Rome, NY 13440

Waterville Central School District
Superintendent
381 Madison Street
Waterville, NY 13480

Sherrill City School District
Superintendent
5275 State Route 31
Verona, NY 13478

Holland Patent Central School District
Superintendent
[redacted]01 Main Street
[redacted]lland Patent, NY 13354

Utica City School District
Superintendent
1115 Mohawk Street
Utica, NY 13501

Westmoreland Central School District
Superintendent
5176 Route 233
Westmoreland, NY 13490

Oriskany Central School District
Superintendent
1313 Utica Street
Oriskany, NY 13424

Whitesboro Central School District
Superintendent
67 Whitesboro Street
[redacted]orkville, NY 13495

West Genesee Central School District
Superintendent
300 Sanderson Drive
Camillus, NY 13031

North Syracuse Central School District
Superintendent
[redacted]55 West Taft Road
North Syracuse, NY 13212

East Syracuse-Minoa Central School District
Superintendent
407 Fremont Road
East Syracuse, NY 13057

Jamesville-Dewitt Central School District
Superintendent
6845 Edinger Drive, Box 606
Dewitt, NY 13214

Jordan-Elbridge Central School District
Superintendent
9 Chappell Street
Jordan, NY 13080

Fabius-Pompey Central School District
Superintendent
[redacted]800 Main Street
[redacted]bius, NY 13063

Westhill Central School District
Superintendent
400 Walberta Road
Syracuse, NY 13219

Solvay Union Free School District
Superintendent
95 Hazard Street
Solvay, NY 13209

La Fayette Central School District
Superintendent
5955 Route 20W
Lafayette, NY 13084

Baldwinsville Central School District
Superintendent
29 East Oneida Street
[redacted]aldwinsville, NY 13027

Fayetteville-Manlius Central School District
Superintendent
8199 East Seneca Turnpike
Manlius, NY 13104

Marcellus Central School District
Superintendent
Reed Parkway
Marcellus, NY 13108

Onondaga Central School District
Superintendent
4466 South Onondaga Road
Nedrow, NY 13120

Liverpool Central School District
Superintendent
800 Fourth Street
Liverpool, NY 13088

Lyncourt Union Free School District
Superintendent
2709 Court Street
Syracuse, NY 13208

Skaneateles Central School District
Superintendent
49 East Elizabeth Street
Skaneateles, NY 13152

Syracuse City School District
Superintendent
725 Harrison Street
Syracuse, NY 13210

Tully Central School District
Superintendent
P.O. Box 628
Tully, NY 13159

Canandaigua City School District
Superintendent
143 North Pearl Street
Canandaigua, NY 14424

East Bloomfield Central School District
Superintendent
Oakmount Avenue
East Bloomfield, NY 14443

Geneva City School District
Superintendent
649 South Exchange Street
Geneva, NY 14456

Gorham-Middlesex Central School District
Superintendent
[redacted]00 Baldwin Road
Rushville, NY 14544

Manchester-Shortsville Central School District
Superintendent
1506 Route 21
Shortsville, NY 14548

Naples Central School District
Superintendent
136 Noth Main Street
Naples, NY 14512

Phelps-Clifton Springs Central School District
Superintendent
1490 Route 488
Clifton Springs, NY 14432

Honeoye Central School District
Acting Superintendent
[redacted]8 East Main Street
[redacted]oneoye, NY 14471

Victor Central School District
Superintendent
953 High Street
Victor, NY 14564

Washingtonville Central School District
Superintendent
52 West Main Street
Washingtonville, NY 10992

Chester Union Free School District
Superintendent
3 Maple Avenue
Chester, NY 10918

Sugar Loaf Union Free School District
Superintendent
Gibson Hill Road
[redacted]hester, NY 10918

Cornwall Central School District
Superintendent
24 Idlewild Avenue
Cornwall-on-Hudson, NY 12520

Pine Bush Central School District
Superintendent
[redacted]6 State Route 302
Pine Bush, NY 12566

Goshen Central School District
Superintendent
227 Main Street
Goshen, NY 10924

Highland Falls Central School District
Superintendent
21 Morgan Road
Fort Montgomery, NY 10928

Middletown City School District
Superintendent
223 Wisner Avenue Extension
Middletown, NY 10940

Minisink Valley Central School District
Superintendent
[redacted]oute 6
[redacted]ate Hill, NY 10973

Monroe-Woodbury Central School District
Superintendent
Education Center
278 Route 32
Central Valley, NY 10917

Kiryas Joel Village Union Free School District
Superintendent
51 First Road, Suite 310
Monroe, NY 10950

Valley Central School District
Superintendent
944 State Route 17K
Montgomery, NY 12549

Newburgh City School District
Superintendent
124 Grand Street
[redacted]ewburgh, NY 12550

Port Jervis City School District
Superintendent
9 Thompson Street
Port Jervis, NY 12771

Tuxedo Union Free School District
Superintendent
Contractors Road
Tuxedo Park, NY 10987

Warwick Valley Central School District
Superintendent
West Street Extension
Warwick, NY 10990

Greenwood Lake Union Free School District
Superintendent
80 Waterstone Road
Greenwood Lake, NY 10925

Florida Union Free School District
Superintendent
51 North Main Street
Florida, NY 10921

Albion Central School District
Superintendent
224 East Avenue
Albion, NY 14411

Kendall Central School District
Superintendent
1932 Kendall Road
Kendall, NY 14476

Holley Central School District
Superintendent
3800 North Main Street
Holley, NY 14470

Medina Central School District
Superintendent
One Mustang Drive
Medina, NY 14103

Lyndonville Central School District
Superintendent
25 Housel Avenue
Lyndonville, NY 14098

Altmar-Parish-Williamstown Central School District
Superintendent
639 County Route 22
Parish, NY 13131

Fulton City School District
Superintendent
[redacted] South Fourth Street
Fulton, NY 13069

Hannibal Central School District
Superintendent
1051 Auburn Street
Hannibal, NY 13074

Central Square Central School District
Superintendent
642 South Main Street
Central Square, NY 13036

Mexico Central School District
Superintendent
40 Academy Street
Mexico, NY 13114

Oswego City School District
Superintendent
[redacted] East First Street
Oswego, NY 13126

Pulaski Central School District
Superintendent
2 Hinman Road
Pulaski, NY 13142

Sandy Creek Central School District
Acting Superintendent
124 Salisbury Street
Sandy Creek, NY 13145

Phoenix Central School District
Superintendent
116 Volney Street
Phoenix, NY 13135

Gilbertsville-Mount Upton Central School District
Superintendent
693 State Highway 51
Gilbertsville, NY 13776

Edmeston Central School District
Superintendent
11 North Street
Edmeston, NY 13335

Laurens Central School District
Superintendent
[redacted] Main Street
Laurens, NY 13796

Schenevus Central School District
Superintendent
159 Main Street
Schenevus, NY 12155

Milford Central School District
Superintendent
42 West Main Street
Milford, NY 13807

Morris Central School District
Superintendent
65 West Main Street
Morris, NY 13808

Oneonta City School District
Superintendent
[redacted]89 Main Street
[redacted]eonta, NY 13820

Otego-Unadilla Central School District
Superintendent
2641 State Highway 7
Otego, NY 13825

Cooperstown Central School District
Superintendent
39 Linden Avenue
Cooperstown, NY 13326

Richfield Springs Central School District
Superintendent
93 Main Street
Richfield Springs, NY 13439

Cherry Valley-Springfield Central School District
Superintendent
597 County Highway 54
[redacted]herry Valley, NY 13320

Worcester Central School District
Superintendent
198 Main Street
Worcester, NY 12197

Mahopac Central School District
Superintendent
East Lake Boulevard
Mahopac, NY 10541

Carmel Central School District
Superintendent
81 South Street
Patterson, NY 12563

Haldane Central School District
Superintendent
10 Craigside Drive
Cold Spring, NY 10516

Garrison Union Free School District
Superintendent
1100 Route 9D
Garrison, NY 10524

Putnam Valley Central School District
Superintendent
146 Peekskill Hollow Road
Putnam Valley, NY 10579

Brewster Central School District
Superintendent
30 Farm-to-Market Road
Brewster, NY 10509

Berlin Central School District
Superintendent
53 School Street
Berlin, NY 12022

Brunswick Central School District
Superintendent
3992 New York State Route 2
Troy, NY 12180

East Greenbush Central School District
Superintendent
29 Englewood Avenue
East Greenbush, NY 12061

Hoosick Falls Central School District
Superintendent
21187 New York State Route 22
Hoosick Falls, NY 12090

Lansingburgh Central School District
Superintendent
[redacted] Fifth Avenue
Troy, NY 12182

North Greenbush Common School District
Superintendent
476 North Greenbush Road
Rensselaer, New York 12144

Wynantskill Union Free School District
Superintendent
East Avenue
Wynantskill, NY 12198

Rensselaer City School District
Superintendent
555 Broadway
Rensselaer, NY 12144

Averill Park Central School District
Superintendent
[redacted]439 Miller Hill Road
[redacted]verill Park, NY 12018

Hoosic Valley Central School District
Superintendent
Route 40
Schaghticoke, NY 12154

Schodack Central School District
Superintendent
1216 Maple Hill Road
Castleton, NY 12033

Troy City School District
Superintendent
1728 Tibbits Avenue
Troy, NY 12180

Clarkstown Central School District
Superintendent
62 Old Middletown Road
New City, NY 10956

Nanuet Union Free School District
Superintendent
101 Church Street
Nanuet, NY 10954

Haverstraw-Stony Point Central School District
Superintendent
[redacted] Chapel Street
Garnerville, NY 10923

South Orangetown Central School District
Superintendent
160 Van Wyck Road
Blauvelt, NY 10913

Nyack Union Free School District
Superintendent
13A Dickinson Avenue
Nyack, NY 10960

Pearl River Union Free School District
Superintendent
275 East Central Avenue
Pearl River, NY 10965

Ramapo Central School District
Superintendent
[redacted] Mountain Avenue
[redacted]lburn, NY 10931

East Ramapo Central School District
Superintendent
105 South Madison Avenue
Spring Valley, NY 10977

Edwin Gould Academy - Ramapo
Union Free School District
Superintendent
675 Chestnut Ridge Road
Chestnut Ridge, NY 10977

Brasher Falls Central School District
Acting Superintendent
1039 State Highway 11C
Brasher Falls, NY 13613

Canton Central School District
Superintendent
99 State Street
[redacted]anton, NY 13617

Clifton-Fine Central School District
Superintendent
11 Hall Avenue
Star Lake, NY 13690

Colton-Pierrepont Central School District
Superintendent
[redacted]21 State Highway 56
Colton, NY 13625

Gouverneur Central School District
Superintendent
133 East Barney Street
Gouverneur, NY 13642

Hammond Central School District
Superintendent
51 South Main Street
Hammond, NY 13646

Hermon-Dekalb Central School District
Superintendent
709 East Dekalb Road
Dekalb Junction, NY 13630

Lisbon Central School District
Superintendent
[redacted]866 County Route 10
[redacted]sbon, NY 13658

Madrid-Waddington Central School District
Superintendent
2582 State Highway 345
Madrid, NY 13660

Massena Central School District
Superintendent
84 Nightengale Avenue
Massena, NY 13662

Morristown Central School District
Superintendent
408 Gouverneur Street
Morristown, NY 13664

Norwood-Norfolk Central School District
Superintendent
7852 State Highway 56
[redacted]Norwood, NY 13668

Ogdensburg City School District
Superintendent
1100 State Street
Ogdensburg, NY 13669

Heuvelton Central School District
Superintendent
[redacted] Washington Street
Heuvelton, NY 13654

Parishville-Hopkinton Central School District
Superintendent
12 County Route 47
Parishville, NY 13672

Potsdam Central School District
Superintendent
29 Leroy Street
Potsdam, NY 13676

Edwards-Knox Central School District
Superintendent
2512 County Highway 24
Russell, NY 13684

Burnt Hills-Ballston Lake Central School District
Superintendent
[redacted] Cypress Drive
[redacted]otia, NY 12302

Shenendehowa Central School District
Superintendent
970 Route 146
Clifton Park, NY 12065

Corinth Central School District
Superintendent
105 Oak Street
Corinth, NY 12822

Edinburg Common School District
Superintendent
4 Johnson Road
Edinburg, NY 12134

Galway Central School District
Superintendent
5317 Sacandaga Road
Galway, NY 12074

Mechanicville City School District
Superintendent
10 North Main Street
Mechanicville, NY 12118

Ballston Spa Central School District
Superintendent
[redacted] Malta Avenue
Ballston Spa, NY 12020

South Glens Falls Central School District
Superintendent
6 Bluebird Road
South Glens Falls, NY 12803

Schuylerville Central School District
Superintendent
14 Spring Street
Schuylerville, NY 12871

Saratoga Springs City School District
Superintendent
5 Wells Street
Saratoga Springs, NY 12866

Stillwater Central School District
Superintendent
[redacted] North Hudson Avenue
Stillwater, NY 12170

Waterford-Halfmoon Union Free School District
Superintendent
125 Middletown Road
Waterford, NY 12188

Duanesburg Central School District
Superintendent
133 School Drive
Delanson, NY 12053

Scotia-Glenville Central School District
Superintendent
900 Preddice Parkway
Scotia, NY 12302

Niskayuna Central School District
Superintendent
1239 Van Antwerp Road
Schenectady, NY 12309

Schalmont Central School District
Superintendent
401 Duanesburg Road
Schenectady, NY 12306

Rotterdam-Mohonasen Central School District
Superintendent
[redacted]72 Curry Road
Schenectady, NY 12303

Schenectady City School District
Superintendent
108 Education Drive
Schenectady, NY 12303

Gilboa-Conesville Central School District
Superintendent
Wyckoff Road, R.R. 1, Box 6
Gilboa, NY 12076

Jefferson Central School District
Superintendent
Main Street, R.R. 2, Box 101
Jefferson, NY 12093

Middleburgh Central School District
Superintendent
[redacted]36 Main Street
[redacted]iddleburgh, NY 12122

Cobleskill-Richmondville Central School District
Superintendent
Washington Heights
Cobleskill, NY 12043

Schoharie Central School District
Superintendent
Main Street
P.O. Box 430
Schoharie, NY 12157

Sharon Springs Central School District
Superintendent
Route 20
Sharon Springs, NY 13459

Odessa-Montour Central School District
Superintendent
College Avenue
[redacted]Odessa, NY 14869

Watkins Glen Central School District
Superintendent
301 12th Street
Watkins Glen, NY 14891

South Seneca Central School District
Superintendent
63 Main Street
Interlaken, NY 14847

Romulus Central School District
Superintendent
5705 Route 96
Romulus, NY 14541

Seneca Falls Central School District
Superintendent
98 Clinton Street
Seneca Falls, NY 13148

Waterloo Central School District
Superintendent
212 Main Street
Waterloo, NY 13165

Addison Central School District
Superintendent
One Colwell Street
Addison, NY 14801

Avoca Central School District
Superintendent
17-29 Oliver Street
Avoca, NY 14809

Bath Central School District
Superintendent
25 Ellas Avenue
Bath, NY 14810

Bradford Central School District
Superintendent
2820 Route 226
Bradford, NY 14815

Campbell-Savona Central School District
Superintendent
8455 County Route 125
Campbell, NY 14821

Canisteo Central School District
Superintendent
84 Greenwood Street
Canisteo, NY 14823

Corning City School District
Superintendent
[redacted] Charles Street
Painted Post, NY 14870

Greenwood Central School District
Superintendent
Main Street
Greenwood, NY 14839

Hornell City School District
Superintendent
14 Allen Street
Hornell, NY 14843

Arkport Central School District
Superintendent
35 East Avenue
Arkport, NY 14807

Prattsburgh Central School District
Superintendent
[redacted]e Academy Street
[redacted]ttsburgh, NY 14873

Jasper-Troupsburg Central School District
Superintendent
3769 North Main Street
Jasper, NY 14855

Hammondsport Central School District
Superintendent
8272 Main St Extension
Hammondsport, NY 14840

Wayland-Cohocton Central School District
Superintendent
2350 Route 63
Wayland, NY 14572

Babylon Union Free School District
Superintendent
50 Railroad Avenue
[redacted]abylon, NY 11702

West Babylon Union Free School District
Superintendent
10 Old Farmingdale Road
West Babylon, NY 11704

North Babylon Union Free School District
[redacted]ting Superintendent
[redacted]rdine Place
North Babylon, NY 11703

Lindenhurst Union Free School District
Superintendent
350 Daniel Street
Lindenhurst, NY 11757

Copiague Union Free School District
Superintendent
2650 Great Neck Road
Copiague, NY 11726

Amityville Union Free School District
Superintendent
150 Park Avenue
Amityville, NY 11701

Deer Park Union Free School District
Superintendent
[redacted]1 Deer Park Avenue
[redacted]r Park, NY 11729

Wyandanch Union Free School District
Superintendent
1445 Straight Path
Wyandanch, NY 11798

Three Village Central School District
Superintendent
200 Nicolls Road
East Setauket, NY 11733

Brookhaven-Comsewogue Union Free School District
Superintendent
290 Norwood Avenue
Port Jefferson Station, NY 11776

Sachem Central School District
Superintendent
245 Union Avenue
[redacted]olbrook, NY 11741

Port Jefferson Union Free School District
Superintendent
550 Scraggy Hill Road
Port Jefferson, NY 11777

Mount Sinai Union Free School District
Superintendent
[redacted]th Country Road
Mount Sinai, NY 11766

Miller Place Union Free School District
Superintendent
191 North Country Road
Miller Place, NY 11764

Rocky Point Union Free School District
Superintendent
170 Route 25A
Rocky Point, NY 11778

Middle Country Central School District
Superintendent
Administrative Center
8 43rd Street
Centereach, NY 11720

Longwood Central School District
Superintendent
[redacted] Yaphank-Middle Island Road
[redacted]ddle Island, NY 11953

South Manor Union Free School District
Superintendent
149 Dayton Avenue
Manorville, NY 11949

Patchogue-Medford Union Free School District
Superintendent
241 South Ocean Avenue
Patchogue, NY 11772

William Floyd Union Free School District
Superintendent
240 Mastic Beach Road
Mastic Beach, NY 11951

Center Moriches Union Free School Districtf
Superintendent
511 Main Street
Center Moriches, NY 11934

East Moriches Union Free School District
Superintendent
9 Adelaide Avenue
East Moriches, NY 11940

South Country Central School District
Superintendent
[redacted] North Dunton Avenue
East Patchogue, NY 11772

Eastport-South Manor Central High School District
Superintendent
149 Dayton Avenue
Manorville, New York 11949

East Hampton Union Free School District
Superintendent
76 Newtown Lane
East Hampton, NY 11937

Wainscott Common School District
Superintendent
Hollow Road
P.O. Box 79
Wainscott, NY 11975

Amagansett Union Free School District
Superintendent
320 Main Street
[redacted]. Box 7062
Amagansett, NY 11930

Springs Union Free School District
Superintendent
48 School Street
East Hampton, NY 11937

Sag Harbor Union Free School District
Superintendent
200 Jermain Avenue
Sag Harbor, NY 11963

Montauk Union Free School District
Superintendent
50 South Dorset Road
Montauk, NY 11954

Elwood Union Free School District
Superintendent
100 Kenneth Avenue
Greenlawn, NY 11740

Cold Spring Harbor Central School District
Superintendent
75 Goose Hill Road
Cold Spring Harbor, NY 11724

Huntington Union Free School District
[redacted]erintendent
50 Tower Street
Huntington Station, NY 11746

Northport-East Northport Union Free School District
Superintendent
158 Laurel Avenue
Northport, NY 11768

Half Hollow Hills Central School District
Superintendent
525 Half Hollow Road
Dix Hills, NY 11746

Harborfields Central School District
Superintendent
2 Oldfield Road
Greenlawn, NY 11740

Commack Union Free School District
Superintendent
P.O. Box 150
[redacted]mmack, NY 11725

South Huntington Union Free School District
Superintendent
60 Weston Street
Huntington Station, NY 11746

Bay Shore Union Free School District
Superintendent
75 West Perkal Street
Bay Shore, NY 11706

Islip Union Free School District
Superintendent
215 Main Street
Islip, NY 11751

East Islip Union Free School District
Superintendent
One Craig B. Gariepy Avenue
Islip Terrace, NY 11752

Sayville Union Free School District
Superintendent
99 Greeley Avenue
Sayville, NY 11782

Bayport-Blue Point Union Free School District
Superintendent
[redacted] Academy Street
Bayport, NY 11705

Hauppauge Union Free School District
Superintendent
600 Town Line Road
Hauppauge, NY 11788

Connetquot Central School District
Superintendent
780 Ocean Avenue
Bohemia, NY 11716

West Islip Union Free School District
Superintendent
100 Sherman Avenue
West Islip, NY 11795

Brentwood Union Free School District
Superintendent
[redacted] Third Avenue
[redacted]entwood, NY 11717

Central Islip Union Free School District
Superintendent
85 Wheeler Road
Central Islip, NY 11722

Fire Island Union Free School District
Superintendent
Surf Road
Ocean Beach, NY 11770

Shoreham-Wading River Central School District
Superintendent
250-B Route 25A
Shoreham, NY 11786

Riverhead Central School District
Superintendent
700 Osborne Avenue
[redacted]iverhead, NY 11901

Little Flower Union Free School District
Superintendent
2450 North Wading River Road
Wading River, NY 11792

Shelter Island Unified School District
Superintendent
North Ferry Road
Shelter Island, NY 11964

Smithtown Central School District
Superintendent
26 New York Avenue
Smithtown, NY 11787

Kings Park Central School District
Superintendent
101 Church Street
Kings Park, NY 11754

Remsenburg-Speonk Union Free School District
Superintendent
11 Mill Road
Remsenburg, NY 11960

Westhampton Beach Union Free School District
Superintendent
Mill Road
Westhampton Beach, NY 11978

Quogue Union Free School District
Superintendent
10 Edgewood Road
Quogue, NY 11959

Hampton Bays Union Free School District
Superintendent
86 East Argonne Road
Hampton Bays, NY 11946

Southampton Union Free School District
Superintendent
70 Leland Lane
Southampton, NY 11968

Bridgehampton Union Free School District
Superintendent
2685 Montauk Highway
Bridgehampton, NY 11932

Sagaponack Common School District
Superintendent
Main Street
Sagaponack, NY 11962

Eastport Union Free School District
Superintendent
[redacted] Dayton Avenue
Manorville, NY 11949

Tuckahoe Common School District
Superintendent
468 Magee Street
Southampton, NY 11968

East Quogue Union Free School District
Superintendent
6 Central Avenue
East Quogue, NY 11942

Oysterponds Union Free School District
Superintendent
234-05 Main Road
Orient, NY 11957

Fishers Island Union Free School District
Superintendent
[redacted]O. Drawer A
[redacted]hers Island, NY 06390

Southold Union Free School District
Superintendent
420 Oaklawn Avenue
Southold, NY 11971

Greenport Union Free School District
Superintendent
720 Front Street
Greenport, NY 11944

Mattituck-Cutchogue Union Free School District
Superintendent
385 Depot Lane
Cutchogue, NY 11935

New Suffolk Common School District
Superintendent
Fifth Street
[redacted]ew Suffolk, NY 11956

Fallsburg Central School District
Superintendent
115 Brickman Road
Fallsburg, NY 12733

Eldred Central School District
Superintendent
Route 55
Eldred, NY 12732

Liberty Central School District
Superintendent
115 Buckley Street
Liberty, NY 12754

Tri-Valley Central School District
Superintendent
34 Moore Hill Road
Grahamsville, NY 12740

Roscoe Central School District
Superintendent
Academy Street
Roscoe, NY 12776

Livingston Manor Central School District
Superintendent
School Street
Livingston Manor, NY 12758

Monticello Central School District
Superintendent
237 Forestburgh Road
Monticello, NY 12701

Sullivan West Central School District
Superintendent
33 Schoolhouse Road, Box 308
Jeffersonville, NY 12748

Waverly Central School District
Superintendent
15 Frederick Street
Waverly, NY 14892

Candor Central School District
Superintendent
80 Main Street
Candor, NY 13743

Newark Valley Central School District
Superintendent
79 Whig Street
Newark Valley, NY 13811

Owego-Apalachin Central School District
Superintendent
[redacted] Talcott Street
Owego, NY 13827

Spencer-Van Etten Central School District
Superintendent
7 Langford Street
Van Etten, NY 14889

Tioga Central School District
Superintendent
3 Fifth Avenue
Tioga Center, NY 13845

Dryden Central School District
Superintendent
District Office
Dryden, NY 13053

George Junior Republic Union Free School District
Superintendent
[redacted] McDonald Road
[redacted]eville, NY 13068

Groton Central School District
Superintendent
400 Peru Road
Groton, NY 13073

Ithaca City School District
Superintendent
400 Lake Street
Ithaca, NY 14851

Lansing Central School District
Superintendent
264 Ridge Road
Lansing, NY 14882

Newfield Central School District
Superintendent
247 Main Street
[redacted]ewfield, NY 14867

Trumansburg Central School District
Superintendent
100 Whig Street
Trumansburg, NY 14886

West Park Union Free School District
Superintendent
12 Route 9W
West Park, NY 12493

Kingston City School District
Superintendent
61 Crown Street
Kingston, NY 12401

Highland Central School District
Superintendent
320 Pancake Hollow Road
Highland, NY 12528

Rondout Valley Central School District
Superintendent
P.O. Box 9
Accord, NY 12404

Marlboro Central School District
Superintendent
50 Cross Road
Marlboro, NY 12542

New Paltz Central School District
Superintendent
196 Main Street
New Paltz, NY 12561

Onteora Central School District
Superintendent
4166 Route 28
Boiceville, NY 12412

Saugerties Central School District
Superintendent
Washington Avenue Extension
Saugerties, NY 12477

Wallkill Central School District
Superintendent
19 Main Street
Wallkill, NY 12589

Ellenville Central School District
Superintendent
28 Maple Avenue
Ellenville, NY 12428

Bolton Central School District
Superintendent
Horicon Avenue
Bolton Landing, NY 12814

North Warren Central School District
Superintendent
6110 State Route 8
Chestertown, NY 12817

Glens Falls City School District
Superintendent
15 Quade Street
Glens Falls, NY 12801

Johnsburg Central School District
Superintendent
Main Street
North Creek, NY 12853

Lake George Central School District
Superintendent
81 Canada Street
Lake George, NY 12845

Hadley-Luzerne Central School District
Superintendent
27 Ben Rosa Park
Lake Luzerne, NY 12846

Queensbury Union Free School District
Superintendent
431 Aviation Road
Queensbury, NY 12804

Glens Falls Common School District
Superintendent
120 Lawrence Street
Glens Falls, NY 12801

Warrensburg Central School District
Superintendent
One James Street
Warrensburg, NY 12885

Argyle Central School District
Superintendent
5023 State Route 40
Argyle, NY 12809

Fort Ann Central School District
[redacted]perintendent
[redacted]e Catherine Street
Fort Ann, NY 12827

Fort Edward Union Free School District
Superintendent
220 Broadway
Fort Edward, NY 12828

Granville Central School District
Superintendent
58 Quaker Street
Granville, NY 12832

Greenwich Central School District
Superintendent
10 Gray Avenue
Greenwich, NY 12834

Hartford Central School District
Superintendent
[redacted]04 State Route 149
[redacted]rtford, NY 12838

Hudson Falls Central School District
Superintendent
P.O. Box 710
Hudson Falls, NY 12839

Putnam Central School District
Superintendent
126 County Route 2
Putnam Station, NY 12861

Salem Central School District
Superintendent
41 East Broadway
Salem, NY 12865

Cambridge Central School District
Superintendent
23 West Main Street
[redacted]mbridge, NY 12816

Whitehall Central School District
Superintendent
87 Buckley Road
Whitehall, NY 12887

Newark Central School District
Superintendent
[redacted] East Miller Street
Newark, NY 14513

Clyde-Savannah Central School District
Superintendent
215 Glasgow Street
Clyde, NY 14433

Lyons Central School District
Superintendent
9 Lawrence Street
Lyons, NY 14489

Marion Central School District
Superintendent
4034 Warner Road
Marion, NY 14505

Wayne Central School District
Superintendent
[redacted]076 Ontario Center Road
[redacted]tario Center, NY 14520

Palmyra-Macedon Central School District
Superintendent
151 Hyde Parkway
Palmyra, NY 14522

Gananda Central School District
Superintendent
1500 Dayspring Ridge
Walworth, NY 14502

Sodus Central School District
Superintendent
Route 88
Sodus, NY 14551

Williamson Central School District
Superintendent
4148 Miller Street
Williamson, NY 14589

North Rose-Wolcott Central School District
Superintendent
11669 Slater-Colvin Road
Wolcott, NY 14590

Red Creek Central School District
Superintendent
75 Church Street
Red Creek, NY 13143

Katonah-Lewisboro Union Free School District
Superintendent
One Shady Lane, Route 123
South Salem, NY 10590

Bedford Central School District
Superintendent
Fox Lane Campus
Mount Kisco, NY 10549

Croton-Harmon Union Free School District
Superintendent
10 Gerstein Street
Croton-on-Hudson, NY 10520

Hendrick Hudson Central School District
Superintendent
Trolley Road
Montrose, NY 10548

Eastchester Unoin Free School District
Superintendent
580 White Plains Road
Eastchester, NY 10707

Tuckahoe Union Free School District
Superintendent
65 Siwanoy Boulevard
Eastchester, NY 10707

Bronxville Union Free School District
Superintendent
177 Pondfield Road
Bronxville, NY 10708

Unoin Free School District of Tarrytowns
Superintendent
200 North Broadway
Sleepy Hollow, NY 10591

Irvington Union Free School District
Superintendent
40 North Broadway
Irvington, NY 10533

Dobbs Ferry Union Free School District
Superintendent
[redacted] Broadway
Dobbs Ferry, NY 10522

Hastings-on-Hudson Union Free School District
Superintendent
27 Farragut Avenue
Hastings-on-Hudson, NY 10706

Ardsley Union Free School District
Superintendent
500 Farm Road
Ardsley, NY 10502

Edgemont Unoin Free School District
Superintendent
300 White Oak Lane
Scarsdale, NY 10583

Greenburgh Central School District
Superintendent
[redacted] West Hartsdale Avenue
[redacted]rtsdale, NY 10530

Elmsford Union Free School District
Superintendent
98 South Goodwin Avenue
Elmsford, NY 10523

Greenburgh-Graham Union Free School District
Superintendent
One South Broadway
Hastings-on-Hudson, NY 10706

Greenburgh Eleven Union Free School District
Superintendent
P.O. Box 501
Dobbs Ferry, NY 10522

Greenburgh-North Castle Union Free School District
Superintendent
71 South Broadway
[redacted]obbs Ferry, NY 10522

Abbott Union Free School District
Superintendent
100 North Broadway
Irvington, NY 10533

Harrison Central School District
Superintendent
[redacted]Union Avenue
Harrison, NY 10528

Mamaroneck Union Free School District
Superintendent
1000 West Boston Post Road
Mamaroneck, NY 10543

Mount Pleasant Central School District
Superintendent
Westlake Drive
Thornwood, NY 10594

Pocantico Hills Central School District
Superintendent
599 Bedford Road
Sleepy Hollow, NY 10591

Hawthorne-Cedar Knolls Union Free School District
Superintendent
[redacted] Linda Avenue
[redacted]wthorne, NY 10532

Mount Pleasant - Cottage Union Free School District
Superintendent
1075 Broadway
Pleasantville, NY 10570

Valhalla Union Free School District
Superintendent
300 Columbus Avenue
Valhalla, NY 10595

Mount Pleasant - Blythedale Union Free School District
Superintendent
95 Bradhurst Avenue
Valhalla, NY 10595

Pleasantville Union Free School District
Superintendent
60 Romer Avenue
[redacted]easantville, NY 10570

Mount Vernon City School District
Superintendent
165 North Columbus Avenue
Mount Vernon, NY 10553

Chappaqua Central School District
Superintendent
[redacted]oaring Brook Road
Chappaqua, NY 10514

New Rochelle City School District
Superintendent
515 North Avenue
New Rochelle, NY 10801

Byram Hills Central School District
Superintendent
10 Tripp Lane
Armonk, NY 10504

North Salem Central School District
Superintendent
230 June Road
North Salem, NY 10560

Ossining Union Free School District
Superintendent
[redacted]0 Croton Avenue
[redacted]ning, NY 10562

Briarcliff Manor Union Free School District
Superintendent
45 Ingham Road
Briarcliff Manor, NY 10510

Peekskill City School District
Superintendent
1031 Elm Street
Peekskill, NY 10566

Pelham Union Free School District
Superintendent
18 Franklin Place
Pelham, NY 10803

Rye City School District
Superintendent
324 Midland Avenue
[redacted]ye, NY 10580

Rye Neck Union Free School District
Superintendent
310 Hornidge Road
Mamaroneck, NY 10543

Port Chester-Rye Union Free School District
[redacted]perintendent
[redacted] Bowman Avenue
Port Chester, NY 10573

Blind Brook-Rye Union Free School District
Superintendent
390 North Ridge Street
Rye Brook, NY 10573

Scarsdale Union Free School District
Superintendent
2 Brewster Road
Scarsdale, NY 10583

Somers Central School District
Superintendent
110 Primrose Street
Lincolndale, NY 10540

White Plains City School District
Superintendent
[redacted]Homeside Lane
[redacted]ite Plains, NY 10605

Yonkers City School District
Superintendent
28 Wells Avenue
Yonkers, NY 10701

Lakeland Central School District
Superintendent
1086 Main Street
Shrub Oak, NY 10588

Yorktown Central School District
Superintendent
2723 Crompond Road
Yorktown Heights, NY 10598

Attica Central School District
Superintendent
3338 East Main Street
[redacted]ttica, NY 14011

Letchworth Central School District
Superintendent
5550 School Road
Gainesville, NY 14066

Wyoming Central School District
Superintendent
[redacted]e Road, Route 19
Wyoming, NY 14591

Perry Central School District
Superintendent
33 Watkins Avenue
Perry, NY 14530

Warsaw Central School District
Superintendent
153 West Buffalo Street
Warsaw, NY 14569

Penn Yan Central School District
Superintendent
One School Drive
Penn Yan, NY 14527

Dundee Central School District
Superintendent
[redacted] Water Street
[redacted]dee, NY 14837

Charter Schools Institute
State University of New York

4 North Pearl Street, 4th Floor
Albany, New York 12207
Phone: (518) 433-8277
Fax: (518) 427-6510
www.newyorkcharters.org

James D. Merriman IV
Executive Director

March 11, 2004

Joel I. Klein
Chancellor
New York City Department of Education
52 Chambers Street, Room 405
New York, New York 10007

Dear Chancellor Klein:

As courtesy, please find enclosed a redacted copy of the following charter applications received by the State University of New York in its capacity as a charter entity:

Harlem Link Charter School
Grand Concourse Academy Charter School
Liberty Academy Charter School
Masters Charter School

The Institute is currently reviewing the enclosed application(s) and expects to make a recommendation to the State University Board of Trustees no later than June 2004. If approved the proposed school(s) would open either in the 2004-05 or the 2005-06 school year.

As you may be aware, a school district in which a charter school is proposed to be located is entitled (but not required) to comment on the "proposed charter" prior to its final issuance. Similarly, a school district may (but again is not required) to convene a public meeting to receive comment on that proposed charter. While a proposed charter would not be entered into until and unless the State University Trustees approved the above-named application(s), the Institute would welcome any comment that you might wish to provide on the application itself and prior to the State University Trustees taking any action.

Should you have any questions, please do not hesitate to contact the Institute. Thank you.

Sincerely,

James D. Merriman IV

Enclosure

c: Superintendents of affected community school districts (w/o enclosure)
Directors/Principals of non-public schools within geographic area (w/o enclosure)

Joel I. Klein
[redacted]ncellor
[redacted] York City Department of Education
52 Chambers Street, Room 405
New York, New York 10007

New York City Community School District 5
Superintendent
433 West 123rd Street
New York, New York 10027

Rice High School
Principal/Director
74 West 124th Street
New York, New York 10027

Annunciation School
Principal/Director
461 West 131st Street
New York, New York 10027

Corpus Christi School
Principal/Director
[redacted] West 121st Street
New York, New York 10027

Fellowship of Learning School
Principal/Director
70 West 126th Street
New York, New York 10027

Great Tomorrows USA School
Principal/Director
38 West 123rd Street
New York, New York 10027

Resurrection School
Principal/Director
282 West 151st Street
New York, New York 10039

Riverside Church Week Day School
Principal/Director
490 Riverside Drive
[redacted] York, New York 10027

Soul Saving Station –Christ Crusader
Principal/Director
302 West 124th Street
New York, New York 10027

Saint Aloysius School
[redacted]cipal/Director
223 West 132nd Street
New York, New York 10027

Saint Benedict Day Nursery and Kindergarten
Principal/Director
21 West 124th Street
New York, New York 10027

Saint Charles Borromeo School
Principal/Director
214 West 142nd Street
New York, New York 10030

Saint Joseph School
Principal/Director
168 Morningside Avenue
New York, New York 10027

Saint Mark the Evangelist School
Principal/Director
[redacted]West 138th Street
New York, New York 10037

Joel I. Klein
[redacted]ncellor
[redacted]w York City Department of Education
52 Chambers Street, Room 405
New York, New York 10007

New York City Community School District 9
Principal/Director
1377 Jerome Avenue
Bronx, New York 10452

All Hallows Institute
Principal/Director
111 East 164th Street
Bronx, New York 10452

Aquinas High School
Principal/Director
685 East 182n Street
Bronx, New York 10457

Cardinal Hayes High School
Principal/Director
[redacted] Grand Concourse
Bronx, New York 10451

Saint Pius V High School
Principal/Director
500 Courtlandt Avenue
Bronx, New York 10451

Bronx-Manhattan Seventh Day Adventist School
Principal/Director
1440 Plimpton Avenue
Bronx, New York 10452

Christ the King School
Principal/Director
1345 Grand Concourse
Bronx, New York 10452

Friendly Baptist Day Care
Principal/Director
1278 Nelson Avenue
[redacted]nx, New York 10452

High Bridge Nursery School
Principal/Director
1531 University Avenue
Bronx, New York 10453

Holy Spirit School
[illegible]cipal/Director
1960 University Avenue
Bronx, New York 10453

The Learning Tree Prep School
Principal/Director
1885 University Avenue
Bronx, New York 10453

Melrose Community School
Principal/Director
838 Brook Avenue
Bronx, New York 10451

Miss Francine Day School II
Principal/Director
2169 Grand Concourse
Bronx, New York 14053

Parkside Nursery School and Kindergarten
Principal/Director
[illegible]9 Morris Avenue
Bronx, New York 10457

R. T. Hudson Elementary School
Principal/Director
1122 Forest Avenue
Bronx, New York 10456

Sacred Heart School
Principal/Director
95 West 168th School
Bronx, New York 10452

Shield Institute for Retarded Children
Principal/Director
1800 Andrews Avenue
Bronx, New York 10453

Saint Angela Merici School
Principal/Director
266 East 163rd Street
[illegible]onx, New York 10451

Saint Augustine School
Principal/Director
1176 Franklin Avenue
Bronx, New York 10456

Saint Joseph School
[redacted]cipal/Director
1946 Bathgate Avenue
Bronx, New York 10457

Saint Margaret Mary School
Principal/Director
121 East 177th Street
Bronx, New York 10453

Saint Martin of Tours School
Principal/Director
695 East 182nd Street
Bronx, New York 10457

Saint Peter and Paul School
Principal/Director
838 Brook Avenue
Bronx, New York 10451

Saint Simon Stock Elementary School
Principal/Director
[redacted]5 Valentine Avenue
Bronx, New York 10457

Joel I. Klein
Chancellor
New York City Department of Education
52 Chambers Street, Room 405
New York, New York 10007

New York City Community School District 14
Superintendent
215 Heyward Street
Brooklyn, New York 11206

Beth Chana School for Girls
Principal/Director
620 Bedford Avenue
Brooklyn, New York 11211

Binos Desha
Principal/Director
131 Keap Street
Brooklyn, New York 11211

Bnos Yakov School for Girls
Principal/Director
Harrison Avenue
Brooklyn, New York 11211

Hychel Hatorah
Principal/Director
543 Bedford Avenue
Brooklyn, New York 11211

Jewish Center for Special Education
Principal/Director
430 Kent Avenue
Brooklyn, New York 11211

Kedishas Naftoli
Principal/Director
117 Keap Street
Brooklyn, New York 11211

Mesivta Nachlas Yacov-A Yerim
Principal/Director
185 Wilson Street
Brooklyn, New York 11211

Mosdos Chasidei Square
Principal/Director
105 Heyward Street
Brooklyn, New York 11206

Yeshiva Ateres Tzvi
[redacted]cipal/Director
[redacted]62 Ross Street
Brooklyn, New York 11211

Yeshiva Bnai Yesucher
Principal/Director
467 Bedford Avenue
Brooklyn, New York 11211

Yeshiva Chasdei Tzvi
Principal/Director
219 Keap Street
Brooklyn, New York 11211

Yeshiva Kehilath Yakov
Principal/Director
206 Wilson Street
Brooklyn, New York 11211

All Saints Elementary School
Principal/Director
[redacted]Throop Avenue
Brooklyn, New York 11206

Bais Yakov of Khal Adas Yereim
Principal/Director
563 Bedford Avenue
Brooklyn, New York 11211

Be'Ikvei Hatzoin
Principal/Director
81 Division Avenue
Brooklyn, New York 11211

Beth Rachel School for Girls
Principal/Director
82 Lee Avenue
Brooklyn, New York 11211

Bnos Chayil
Principal/Director
145 Hewes Street
[redacted]klyn, New York 11211

Brooklyn Temple School
Principal/Director
3 Lewis Avenue
Brooklyn, New York 11206

Central Brooklyn Seventh Day Adventist School
[redacted]cipal/Director
[redacted]0 Boerum Street
Brooklyn, New York 11206

Mesivta Tifereth Zvi Spinka
Principal/Director
199 Lee Avenue
Brooklyn, New York 11211

Most Holy Trinity School
Principal/Director
140 Montrose Avenue
Brooklyn, New York 11206

Northside Catholic School at Mount Carmel
Principal/Director
10 Withers Street
Brooklyn, New York 11211

Northside Catholic School at Saint Vincent
Principal/Director
[redacted]North Seventh Street
[redacted]ooklyn, New York 11211

Nuestros Ninos Child Development School
Principal/Director
384 South Fourth Street
Brooklyn, New York 11211

Saint Anthony and Alphonsus School
Principal/Director
725 Leonard Street
Brooklyn, New York 11222

Saint Cecilia School
Principal/Director
1-15 Monitor School
Brooklyn, New York 11222

Saint John the Baptist School
Principal/Director
82 Lewis Avenue
[redacted]oklyn, New York 11206

Saint John the Evangelist Lutheran School
Principal/Director
195 Maujer Street
Brooklyn, New York 11206

Saint Mark's Lutheran School
[redacted]cipal/Director
526 Bushwick Avenue
Brooklyn, New York 11206

Saint Nicholas Elementary School
Principal/Director
287 Powers Street
Brooklyn, New York 11211

Saint Peter and Paul School
Principal/Director
288 Berry Street
Brooklyn, New York 11211

Saint Stanislaus Kostka School
Principal/Director
10 Newell Street
Brooklyn, New York 11222

Talmud Torah of Kasho
Principal/Director
[redacted] Penn Street
Brooklyn, New York 11211

Talmud Torah Tashbar
Principal/Director
535 Bedford Avenue
Brooklyn, New York 11211

Talmud Torah Toldos Hillel-Krasna
Principal/Director
35 Hewes Street
Brooklyn, New York 11211

Transfiguration School
Principal/Director
250 Hooper Street
Brooklyn, New York 11211

UTA
Principal/Director
82 Lee Avenue
[redacted]ooklyn, New York 11211

Yeshiva Beth Yitzchok D. Spinka
Principal/Director
575 Bedford Avenue
Brooklyn, New York 11211

Yeshiva Bnos Ahavas Israel
[redacted]ipal/Director
12 Franklin Avenue
Brooklyn, New York 11211

Yeshiva Bnos Spinka
Principal/Director
127 Wallabout Street
Brooklyn, New York 11206

Yeshiva Gedolah Ohr Yisroel
Principal/Director
281 Rutledge Street
Brooklyn, New York 11211

Yeshiva Mesivta Arugath Habosem
Principal/Director
40 Lynch Street
Brooklyn, New York 11206

Yeshiva Ohel Shaim D'Kaalov
Principal/Director
[redacted] Hewes Street
Brooklyn, New York 11211

Yeshiva Tzemach Tzadik Viznitz
Principal/Director
186-88 Ross Street
Brooklyn, New York 11211

Yeshiva Yesode Hatorah
Principal/Director
505 Bedford Avenue
Brooklyn, New York 11211

Yeshiva Yesode Hatorah
Principal/Director
204 Keap Street
Brooklyn, New York 11211

Joel I. Klein
Chancellor
New York City Department of Education
52 Chambers Street, Room 405
New York, New York 10007

New York City Community School District 20
Superintendent
1031 59th Street
Brooklyn, New York 11219

Adelphi Academy
Principal/Director
8515 Ridge Boulevard
Brooklyn, New York 11209

Bais Brocho of Karlin Stolin
Principal/Director
4314 Tenth Avenue
Brooklyn, New York 11219

Bais Esther School
Principal/Director
[redacted] 50th Street
Brooklyn, New York 11219

Bais Ruchel School of Boro Park
Principal/Director
5301 14th Street
Brooklyn, New York 11219

Bais Yaakov D'Gur High School
Principal/Director
1975 51st Street
Brooklyn, New York 11204

Bais Yaakov D'Khal Adas Yerim
Principal/Director
1169 43rd Stree
Brooklyn, New York 11219

Bayridge Prep School
Principal/Director
7101 Ridge Boulevard
[redacted]klyn, New York 11209

Beth Jacob High School
Principal/Director
4421 15th Avenue
Brooklyn, New York 11219

Bishop Kearney High School
[redacted]cipal/Director
[redacted]2 60th Street
Brooklyn, New York 11204

Bnai Elozer School
Principal/Director
5120 Fort Hamilton Parkway
Brooklyn, New York 11219

Bnos Yakov of Boro Park
Principal/Director
1402 40th Street
Brooklyn, New York 11218

Bnos Yerushalayim
Principal/Director
600 McDonald Avenue
Brooklyn, New York 11218

Bnos Zion of Bobov
Principal/Director
[redacted]0 14th Avenue
[redacted]oklyn, New York 11219

Bobover Yeshiva Bnei Zion
Principal/Director
4206-10 15th Avenue
Brooklyn, New York 11219

Fontbonne Hall Academy
Principal/Director
9901 Shore Road
Brooklyn, New York 11209

Gerer Yeshiva/Mesivta Bais Yisroel
Principal/Director
5407 16th Avenue
Brooklyn, New York 11204

Machon Bais Yaakov Hilda Birn High School
Principal/Director
681-83 42nd Street
[redacted]ooklyn, New York 11204

Magen David Yeshivah High School
Principal/Director
7801 Bay Parkway
Brooklyn, New York 11214

Merkaz Bnos High School
[redacted]cipal/Director
[redacted]0 West Sixth Street
Brooklyn, New York 11204

Mesifta Chsan Sofer and Rabbi Kluger School
Principal/Director
1876 50th Street
Brooklyn, New York 11204

Mesifta V'Yoel Moshei
Principal/Director
960 49th Street
Brooklyn, New York 11219

Mesivta Lev Torah
Principal/Director
1976 52nd Street
Brooklyn, New York 11204

Mesivta Mkor Chaim
Principal/Director
[redacted] 55th Street
[redacted]oklyn, New York 11219

Mosdos Bnos Frima High School
Principal/Director
1377 42nd Street
Brooklyn, New York 11219

Polytech Prep Country Day School
Principal/Director
9216 Seventh Avenue
Brooklyn, New York 11228

Sinai Academy Center
Principal/Director
2025 79th Street
Brooklyn, New York 11214

Tiferes Bais Yaakov High School
Principal/Director
5508 16th Avenue
[redacted]klyn, New York 11204

Tiferes Miriam High School for Girls
Principal/Director
6510 17th Avenue
Brooklyn, New York 11204

Tomer Devora High School for Girls
[redacted]cipal/Director
1413 45th Street
Brooklyn, New York 11219

Torah Uyirah of Boro Park
Principal/Director
1348 53rd Street
Brooklyn, New York 11219

Torah Vodaath High School
Principal/Director
425 East Ninth Street
Brooklyn, New York 11218

Viener Mesivta of Boro Park
Principal/Director
1350 50th Street
Brooklyn, New York 11219

Xaverian High School
Principal/Director
[redacted]0 Shore Road
Brooklyn, New York 11209

Yeshiva Derech Chaim
Principal/Director
1573 39th Street
Brooklyn, New York 11218

Yeshiva Gedolah of Midwood
Principal/Director
201 Avenue F
Brooklyn, New York 11218

Yeshiva Imrei Yosef Spinka
Principal/Director
5801 15th Avenue
Brooklyn, New York 11219

Yeshiva Karlin Stolin
Principal/Director
1818 54th Street
[redacted]ooklyn, New York 11204

Yeshiva Machzikei Hadas
Principal/Director
1601 42nd Street
Brooklyn, New York 11204

Yeshiva Nesivas Chaim
[redacted]cipal/Director
531 East Third Street
Brooklyn, New York 11218

Yeshiva Ohr Eliezer
Principal/Director
2115 Benson Avenue
Brooklyn, New York 11214

Yeshiva Or Hatorah Burshtin
Principal/Director
5822 11th Avenue
Brooklyn, New York 11219

Yeshiva Shaarei Yosher
Principal/Director
4102 16th Avenue
Brooklyn, New York 11204

Yeshiva Tiferes Bunim
Principal/Director
[redacted]2 13th Avenue
Brooklyn, New York 11219

Yeshiva Tiferes Shmiel
Principal/Director
1517 56th Street
Brooklyn, New York 11219

Yeshiva Tifereth Elimelech
Principal/Director
1650 56th Street
Brooklyn, New York 11204

Yeshiva Torah Temimah
Principal/Director
555 Ocean Parkway
Brooklyn, New York 11218

Yeshiva Toras Chesed
Principal/Director
5506 16th Avenue
[redacted]ooklyn, New York 11204

Yeshivas Novominsk – Kol Yehuda
Principal/Director
1569 47th Street
Brooklyn, New York 11219

Madrasa Al Islamiya
[redacted]ipal/Director
224 Third Avenue
Brooklyn, New York 11220

Bais Sarah Educational School for Girls
Principal/Director
1363 50th Street
Brooklyn, New York 11219

Bais Tziporah
Principal/Director
1449 39th Street
Brooklyn, New York 11218

Bais Yaakov D'Chassidei Gur
Principal/Director
1975 51st Street
Brooklyn, New York 11204

Bais Yaakov of Brooklyn
Principal/Director
[redacted] 49th Street
Brooklyn, New York 11219

Bais Yaakov of 18th Avenue
Principal/Director
4419 18th Avenue
Brooklyn, New York 11204

Bais Yitzchak School
Principal/Director
1413 45th Street
Brooklyn, New York 11219

Bay Ridge Christian Academy
Principal/Director
6324 Seventh Avenue
Brooklyn, New York 11220

Beth Jacob of Boro Park
Principal/Director
1371 46th Street
[redacted]ooklyn, New York 11219

Bnos Margulia Viznitz
Principal/Director
1824 53rd Street
Brooklyn, New York 11204

Bonim Lamokom
[redacted]cipal/Director
125 East Ninth Street
Brooklyn, New York 11218

The Cheder
Principal/Director
4001 16th Avenue
Brooklyn, New York 11218

D & G Kaloidis Parochial School
Principal/Director
3502 Ridge Boulevard
Brooklyn, New York 11209

Gan Yisroel
Principal/Director
3909 15th Avenue
Brooklyn, New York 11218

Guild for Exceptional Children
Principal/Director
[redacted] 57th Street
Brooklyn, New York 11219

Hebrew Academy for Special Children
Principal/Director
1311 55th Street
Brooklyn, New York 11219

Holy Spirit School
Principal/Director
1668 46th Street
Brooklyn, New York 11204

Immaculate Heart of Mary School
Principal/Director
3002 Fort Hamilton Parkway
Brooklyn, New York 11218

Kesser Malka
Principal/Director
1019 46th Street
[redacted]ooklyn, New York 11219

Leif Ericson Day School
Principal/Director
1037 72nd Street
Brooklyn, New York 11228

Lutheran Elementary School of Bay Ridge
Principal/Director
440 Ovington Avenue
Brooklyn, New York 11209

Magen David Yesh – Isaac Shlm E
Principal/Director
520 Avenue P
Brooklyn, New York 11204

Mosdos Chasidei Square
Principal/Director
1373 43rd Street
Brooklyn, New York 11219

Most Precious Blood School
Principal/Director
133-157 27th Avenue
Brooklyn, New York 11214

New Hope Christian Academy
Principal/Director
Bay Ridge Avenue
Brooklyn, New York 11220

Ohr Torah
Principal/Director
4615 14th Avenue, 3rd Floor
Brooklyn, New York 11219

Our Lady of Angels School
Principal/Director
337-347 74th Street
Brooklyn, New York 11209

Our Lady of Guadalupe School
Principal/Director
1518 73rd Street
Brooklyn, New York 11228

Our Lady of Perpetual Help Elementary School
Principal/Director
5902 Sixth Avenue
Brooklyn, New York 11220

Regina Pacis School
Principal/Director
1201 66th Street
Brooklyn, New York 11219

Shalsheles Bais Yaakov
[redacted]cipal/Director
1681 42nd Street
Brooklyn, New York 11204

Shema Kolainu – Hear Our Voices
Principal/Director
1955 54th Street
Brooklyn, New York 11204

Saint Agatha School
Principal/Director
736 48th Street
Brooklyn, New York 11220

Saint Anslem School
Principal/Director
365 83rd Street
Brooklyn, New York 11209

Saint Athanasius School
Principal/Director
[redacted]0 Bay Parkway
Brooklyn, New York 11204

Saint Bernadette School
Principal/Director
1313 83rd Street
Brooklyn, New York 11228

Saint Catharine of Alexandria School
Principal/Director
1053 41st Street
Brooklyn, New York 11219

Saint Ephrem School
Principal/Director
7415 Fort Hamilton Parkway
Brooklyn, New York 11228

Saint Finbar School
Principal/Director
1825 Bath Avenue
[redacted]ooklyn, New York 11214

Saint Frances Cabrini School
Principal/Director
21 Bay 11th Street
Brooklyn, New York 11228

Saint Mary Mother of Jesus School
[redacted]cipal/Director
[redacted]401 23rd Avenue
Brooklyn, New York 11214

Saint Patrick School
Principal/Director
401 97th Street
Brooklyn, New York 11209

Step-Special Torah Educational Program
Principal/Director
4601 14th Avenue
Brooklyn, New York 11219

Talmud Torah D'Rabinu Yoel
Principal/Director
5411 Fort Hamilton Parkway
Brooklyn, New York 11219

Talmudical Torah Imrei Chaim
Principal/Director
[redacted]4 53rd Street
[redacted]ooklyn, New York 11204

Tashbar Learning Center
Principal/Director
1349 50th Street
Brooklyn, New York 11219

Tomer Dvora School
Principal/Director
1413 45th Street
Brooklyn, New York 11219

Visitation Academy
Principal/Director
8902 Ridge Boulevard
Brooklyn, New York 11209

Viznitzer Chaider Tiferes Yisroel
Principal/Director
1270 52nd Street
[redacted]ooklyn, New York 11219

Yeshiva Beth Hillel of Krasna
Principal/Director
1364-66 42nd Street
Brooklyn, New York 11219

Yeshiva Boyan
[redacted]cipal/Director
208 44th Street
Brooklyn, New York 11219

Yeshiva Chasdei Torah
Principal/Director
2143 65th Street
Brooklyn, New York 11204

Yeshiva Congregation Toras Yuea
Principal/Director
1056 54th Street
Brooklyn, New York 11219

Yeshiva Kavunas Halev
Principal/Director
1654 43rd Street
Brooklyn, New York 11204

Yeshiva Kehilath Yakov
Principal/Director
[redacted]6 Tenth Avenue
Brooklyn, New York 11219

Yeshiva Ohel Moshe
Principal/Director
7914 Bay Parkway
Brooklyn, New York 11214

Yeshiva Sharei Hatz
Principal/Director
1764 50th Street
Brooklyn, New York 11204

Yeshiva Torah Vodaath
Principal/Director
425 East Ninth Street
Brooklyn, New York 11218

Yeshiva Yagdil Torah
Principal/Director
5110 18th Avenue
[redacted]ooklyn, New York 11204

Yeshiva Yesode Hatorah
Principal/Director
1350 50th Street
Brooklyn, New York 11219

Bais Yaakov Academy
[redacted]cipal/Director
1213-1223 Elm Avenue
Brooklyn, New York 11230

Bais Yaakov D'Gur High School
Principal/Director
1975 51st Street
Brooklyn, New York 11204

Beer Hagolah Institute High School
Principal/Director
293 Neptune Avenue
Brooklyn, New York 11235

Bet Yakov Ateret Torah High School
Principal/Director
1649 East 13th Street
Brooklyn, New York 11229

Beth Jacob School for Girls
Principal/Director
[redacted]arkville Avenue
Brooklyn, New York 11230

Bishop Kearney High School
Principal/Director
2202 60th Street
Brooklyn, New York 11204

Bnos Israel of East Flatbush
Principal/Director
1629 East 15th Street
Brooklyn, New York 11229

Bnos Yakov of Boro Park
Principal/Director
1402 40th Street
Brooklyn, New York 11218

Bnos Yerushalayim
Principal/Director
600 McDonald Avenue
[redacted]ooklyn, New York 11218

Berer Yeshiva/Mesivta Bais Yisroel
Principal/Director
5407 16th Avenue
Brooklyn, New York 11204

Joseph S. Gruss Yeshiva High School
[redacted]ipal/Director
1904 Avenue N
Brooklyn, New York 11230

Lubavitcher High School
Principal/Director
841-853 Ocean Parkway
Brooklyn, New York 11230

Machon Bais Yaakov Hilda Birn High School
Principal/Director
1681-83 42nd Street
Brooklyn, New York 11204

Magen David Yeshiva High School
Principal/Director
7801 Bay Parkway
Brooklyn, New York 11214

Merkaz Bnos High School
Principal/Director
[redacted]0 West Sixth Street
Brooklyn, New York 11204

Mesifta Chsan Sofer and Rabbi Kluger School
Principal/Director
1876 50th Street
Brooklyn, New York 11204

Mesivta And Yeshiva Gedolah of Manhattan
Principal/Director
98 West End Avenue
Brooklyn, New York 11235

Mesivta Lev Torah
Principal/Director
1976 52nd Street
Brooklyn, New York 11204

Mesivta of Seagate
Principal/Director
3803 Nautilus Avenue
[redacted]ooklyn, New York 11224

Mesivta Tiferes Yisroel
Principal/Director
1271 East 35th Street
Brooklyn, New York 11210

Mesivta Yeshiva Rabbi Chaim Berlin School
[redacted]cipal/Director
[redacted]5 Coney Island Avenue
Brooklyn, New York 11230

Mikdash Melech Mechina
Principal/Director
1326 Ocean Parkway
Brooklyn, New York 11230

Mirrer Yeshiva High School
Principal/Director
1795 Ocean Parkway
Brooklyn, New York 11223

New Vistas Academy
Principal/Director
2261 Church Avenue
Brooklyn, New York 11226

Polytech Prep Country Day School
Principal/Director
[redacted]6 Seventh Avenue
[redacted]ooklyn, New York 11228

Prospect Park Bnos Leah High School
Principal/Director
1601 Avenue R
Brooklyn, New York 11229

Shaare Torah School
Principal/Director
1680 Coney Island Avenue
Brooklyn, New York 11230

Shulamith High School for Girls
Principal/Director
1277 East 14th Street
Brooklyn, New York 11230

Sinai Academy Center
Principal/Director
2025 79th Street
[redacted]ooklyn, New York 11214

Soille Bais Yaakov High School
Principal/Director
2600 Ocean Avenue
Brooklyn, New York 11229

Saint Edmund Prep High School
[redacted]cipal/Director
2474 Ocean Avenue
Brooklyn, New York 11229

Tiferes Academy
Principal/Director
1960 Schenectady Avenue
Brooklyn, New York 11234

Tiferes Bais Yaakov High School
Principal/Director
4508 16th Avenue
Brooklyn, New York 11204

Tiferes Miriam High School for Girls
Principal/Director
6510 17th Avenue
Brooklyn, New York 11204

Torah Academy High School
Principal/Director
[redacted]6 East Ninth Street
Brooklyn, New York 11223

Torah Vodaath High School
Principal/Director
425 East Ninth Street
Brooklyn, New York 11218

Yeshiva D'Arkei Avoseinu
Principal/Director
293 Neptune Avenue
Brooklyn, New York 11235

Yeshiva Derech Chaim
Principal/Director
1573 39th Street
Brooklyn, New York 11218

Yeshiva Gedolah Academy of Beth Aaron School
Principal/Director
2261 Bragg Street
[redacted]ooklyn, New York 11229

Yeshiva Gedolah Bais Yisroel
Principal/Director
2002 Avenue J
Brooklyn, New York 11210

Yeshiva Gedolah of Midwood
[redacted]cipal/Director
201 Avenue F
Brooklyn, New York 11218

Yeshiva Karlin Stolin
Principal/Director
1818 54th Street
Brooklyn, New York 11204

Yeshiva Machzikei Hadas
Principal/Director
1601 42nd Street
Brooklyn, New York 11204

Yeshiva Nesivas Chaim
Principal/Director
531 East Third Street
Brooklyn, New York 11218

Yeshiva of Brooklyn
Principal/Director
[redacted]0-74 Ocean Parkway
Brooklyn, New York 11230

Yeshiva of Flatbush
Principal/Director
1609 Avenue J
Brooklyn, New York 11230

Yeshiva Ohr Eliezer
Principal/Director
2115 Benson Avenue
Brooklyn, New York 11214

Yeshiva Shaarei Yosher
Principal/Director
4102 16th Avenue
Brooklyn, New York 11204

Yeshiva Tifereth Elimelech
Principal/Director
1650 56th Street
[redacted]ooklyn, New York 11204

Yeshiva Torah Temimah
Principal/Director
555 Ocean Parkway
Brooklyn, New York 11218

Yeshiva Toras Chesed
[redacted]cipal/Director
5506 16th Avenue
Brooklyn, New York 11204

Yeshiva Vyelipol
Principal/Director
860 East 27th Street
Brooklyn, New York 11210

Yeshivat Ateret Torah School
Principal/Director
901 Quentin Road
Brooklyn, New York 11223

Yeshivat Or Hatorah
Principal/Director
2119 Homecrest Avenue
Brooklyn, New York 11229

Zvi Dov Roxa of Yeshiva Rambam
Principal/Director
[redacted]0 Kings Highway
Brooklyn, New York 11234

Ahaba Ve Ahva Cong and Yeshiva
Principal/Director
2001 East Seventh Street
Brooklyn, New York 11223

Ahi Exer Yeshiva
Principal/Director
2433 Olean Parkway
Brooklyn, New York 11235

Bais Tziporah
Principal/Director
1449 39th Street
Brooklyn, New York 11218

Bais Yaakov D'Chassidei Gur
Principal/Director
1975 51st Street
[redacted]ooklyn, New York 11204

Bais Yaakov of 18th Avenue
Principal/Director
4419 18th Avenue
Brooklyn, New York 11204

Barkai Yeshiva
[redacted]cipal/Director
3[redacted] Avenue N
Brooklyn, New York 11230

Bas Melech School for Girls
Principal/Director
116 Avenue I
Brooklyn, New York 11230

Be'Er Mordechai Elementary
Principal/Director
1670 Ocean Avenue
Brooklyn, New York 11230

Bet Yaakov Ateret Torah
Principal/Director
1750 East Fourth Street
Brooklyn, New York 11223

Big Apple Academy
Principal/Director
[redacted]4 Brown Street
[redacted]ooklyn, New York 11229

Bnos Margulia Viznitz
Principal/Director
1824 53rd Street
Brooklyn, New York 11204

Bonim Lamokom
Principal/Director
425 East Ninth Street
Brooklyn, New York 11218

Brooklyn Amity School
Principal/Director
2727 Coney Island Avenue
Brooklyn, New York 11235

Brooklyn Seventh Day Adventist Elementary School
Principal/Director
1260 Ocean Avenue
[redacted]ooklyn, New York 11230

The Cheder
Principal/Director
4001 16th Avenue
Brooklyn, New York 11218

Christian Heritage Academy
[redacted]cipal/Director
1100 East 42nd Street
Brooklyn, New York 11210

Crown Heights Yeshiva
Principal/Director
6363 Avenue U
Brooklyn, New York 11234

First Impressions School
Principal/Director
782 Rogers Avenue
Brooklyn, New York 11226

Gan Yisroel
Principal/Director
3909 15th Avenue
Brooklyn, New York 11218

Gesher Yehuda
Principal/Director
[redacted]Avenue T
Brooklyn, New York 11223

Good Shepherd School
Principal/Director
1943 Brown Street
Brooklyn, New York 11229

Happyland Manhattan Beach Day School
Principal/Director
190 Exeter Street
Brooklyn, New York 11235

Hebrew Institute for the Deaf
Principal/Director
1401 Avenue I
Brooklyn, New York 11230

Holy Cross School
Principal/Director
2520 Church Avenue
[redacted]ooklyn, New York 11226

Holy Innocents School
Principal/Director
249 East 17th Street
Brooklyn, New York 11226

Holy Spirit School
[redacted]ipal/Director
668 46th Street
Brooklyn, New York 11204

Immaculate Heart of Mary School
Principal/Director
3002 Fort Hamilton Parkway
Brooklyn, New York 11218

Ivdu School
Principal/Director
1610 Avenue J
Brooklyn, New York 11230

Lev Bais Yaakov
Principal/Director
2710 Avenue X
Brooklyn, New York 11235

Lubavitcher School Chabad
Principal/Director
[redacted] Ocean Parkway
Brooklyn, New York 11230

Magen David Yesh-Isaac Shalom Elementary School
Principal/Director
50 Avenue P
Brooklyn, New York 11204

Marine Park Day School
Principal/Director
1972 East 34th Street
Brooklyn, New York 11234

Mary Queen of Heaven School
Principal/Director
1326 East 57th Street
Brooklyn, New York 11234

Masores Bais Yaakov
Principal/Director
1395 Ocean Avenue
[redacted]ooklyn, New York 11230

Meorot Beit Yaakov
Principal/Director
1123 Avenue N, Room 2-B
Brooklyn, New York 11230

Mesorah School
[redacted]cipal/Director
1714 East 17th Street
Brooklyn, New York 11229

Mirrer Yeshiva Elementary School
Principal/Director
1795 Ocean Parkway
Brooklyn, New York 11223

Montessori School of Mill Basin
Principal/Director
6311 Avenue N
Brooklyn, New York 11234

Most Precious Blood School
Principal/Director
133-157 27th Avenue
Brooklyn, New York 11214

Our Lady Help of Christians School
Principal/Director
[redacted]0 East 29th Street
Brooklyn, New York 11210

Our Lady of Grace School
Principal/Director
385 Avenue W
Brooklyn, New York 11223

Our Lady of Refuge School
Principal/Director
1087 Ocean Avenue
Brooklyn, New York 11230

Our Lady of Solace School
Principal/Director
2865 West 19th Street
Brooklyn, New York 11224

Prospect Park Yeshiva
Principal/Director
1784 East 17th Street
[redacted]ooklyn, New York 11229

Rabbi Harry Halpern Day School
Principal/Director
1256 East 21st Street
Brooklyn, New York 11210

Resurrection School
Principal/Director
2335 Gerritsen Avenue
Brooklyn, New York 11229

Shalsheles Bais Yaakov
Principal/Director
1681 42nd Street
Brooklyn, New York 11204

Shema Kolainu-Hear Our Voices
Principal/Director
1955 54th Street
Brooklyn, New York 11204

Shulamith School for Girls
Principal/Director
1277 East 14th Street
Brooklyn, New York 11230

Saint Agnes Seminary
Principal/Director
[redacted] Avenue R
Brooklyn, New York 11229

Saint Athanasius School
Principal/Director
6120 Bay Parkway
Brooklyn, New York 11204

Saint Bernard School
Principal/Director
2030 East 69th Street
Brooklyn, New York 11234

Saint Edmund Elementary School
Principal/Director
1902 Avenue T
Brooklyn, New York 11229

Saint Finbar School
Principal/Director
1825 Bath Avenue
[redacted]ooklyn, New York 11214

Saint Jerome School
Principal/Director
465 East 29th Street
Brooklyn, New York 11226

Saint Mark School
[redacted]cipal/Director
2602 East 19th Street
Brooklyn, New York 11235

Saint Mary Mother of Jesus School
Principal/Director
8401 23rd Avenue
Brooklyn, New York 11214

Saint Rose of Lima School
Principal/Director
259 Parkville Avenue
Brooklyn, New York 11230

Saint Simon and Jude School
Principal/Director
294 Avenue T
Brooklyn, New York 11223

Saint Stephen's Lutheran Parochial School
Principal/Director
[redacted]5 Newkirk Avenue
Brooklyn, New York 11226

Saint Thomas Aquinas School
Principal/Director
1501 Hendrickson Street
Brooklyn, New York 11234

Saint Vincent Ferrer School
Principal/Director
1603 Brooklyn Avenue
Brooklyn, New York 11210

Three Hierarchs School
Principal/Director
1724 Avenue P
Brooklyn, New York 11229

Windmill Montessori School
Principal/Director
1317 Avenue P
[redacted]ooklyn, New York 11229

Yeshiva Ahavas Torah
Principal/Director
2961 Norstrand Avenue
Brooklyn, New York 11229

Yeshiva Bais Ephraim
[redacted]ipal/Director
1802 Avenue J
Brooklyn, New York 11210

Yeshiva Dvar Zvi
Principal/Director
3868 Poplar Avenue
Brooklyn, New York 11224

Yeshiva Kavunas Halev
Principal/Director
1654 43rd Street
Brooklyn, New York 11204

Yeshiva Ketana of Bensonhurst
Principal/Director
953 Coney Island Avenue
Brooklyn, New York 11230

Yeshiva of Kings Bay
Principal/Director
[redacted] Avenue Z
Brooklyn, New York 11235

Yeshiva of Manhattan Beach
Principal/Director
60 West End Avenue
Brooklyn, New York 11235

Yeshiva Ohr Shraga D'Veretzky
Principal/Director
1223 East Eighth Street
Brooklyn, New York 11230

Yeshiva Rabbi Chaim Berlin
Principal/Director
1310 Avenue I
Brooklyn, New York 11230

Yeshiva Sharei Hatz
Principal/Director
1764 50th Street
[redacted]ooklyn, New York 11204

Yeshiva Sharei Hayosher
Principal/Director
1334 Ocean Parkway
Brooklyn, New York 11230

[illegible]shiva Torah Voddath
[illegible]cipal/Director
25 East Ninth Street
Brooklyn, New York 11218

Yeshiva Toras Emes Kamenitz
Principal/Director
1904 Tenth Avenue, North
Brooklyn, New York 11230

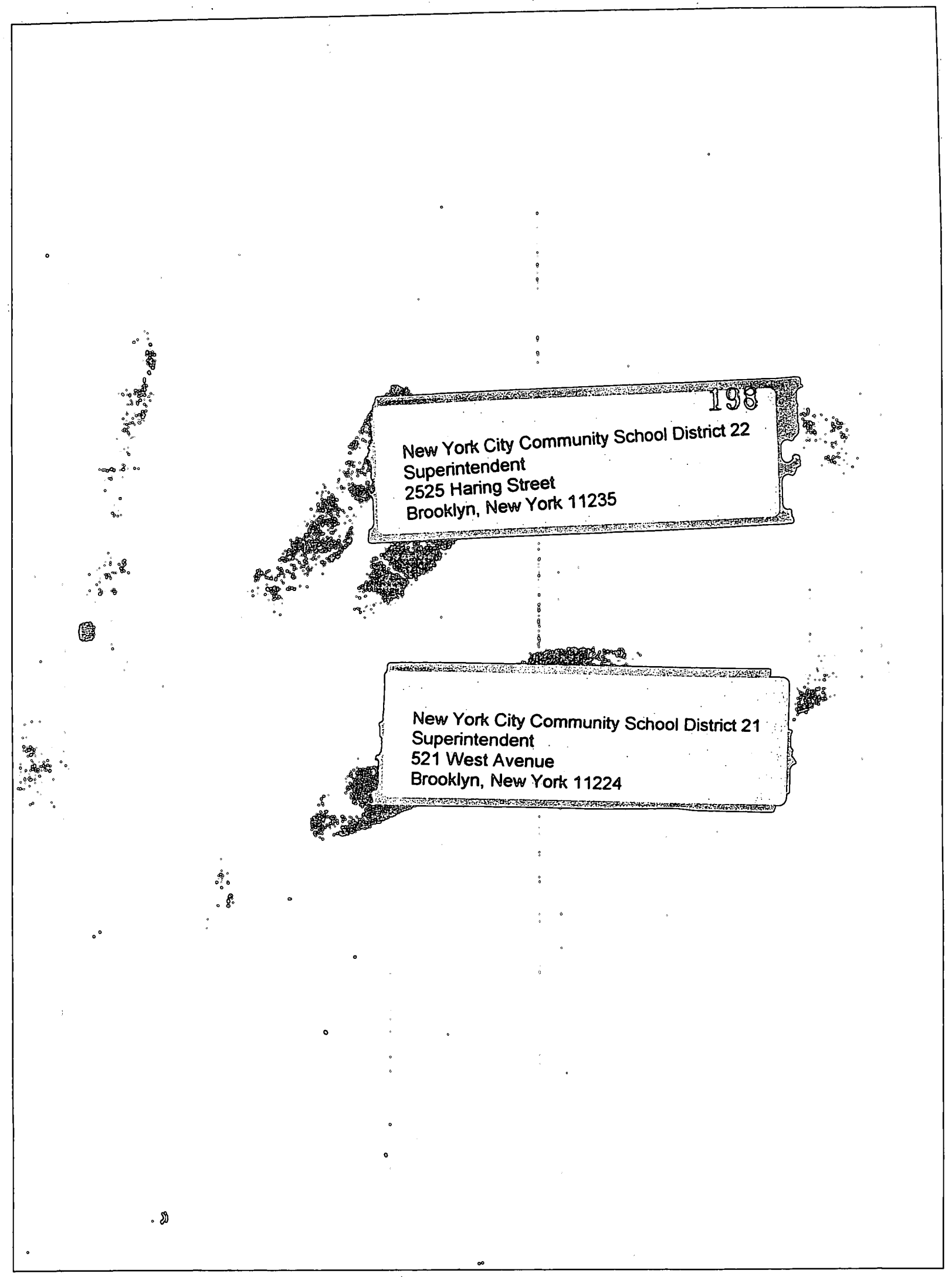
Yeshiva Yagdil Torah
Principal/Director
5110 18th Avenue
Brooklyn, New York 11204

Yeshivah of Flatbush Elementary School
Principal/Director
919 East Tenth Street
Brooklyn, New York 11230

Yeshivat Mizrachi L'Banim
Principal/Director
[illegible]0 Norstrand Avenue
Brooklyn, New York 11229

Yeshivat Ohel Torah
Principal/Director
1781 Ocean Parkway
Brooklyn, New York 11223

ichron Yehuda Bais Simcha
pal/Director
051 59th Street
rooklyn, New York 11219


198
New York City Community School District 22
Superintendent
2525 Haring Street
Brooklyn, New York 11235
New York City Community School District 21
Superintendent
521 West Avenue
Brooklyn, New York 11224

Charter Schools Institute
State University of New York

June 22, 2004

Joel I. Klein
Chancellor
Tweed Building
New York City Department of Education
52 Chambers Street, Room 405
New York, New York 10007

Re: Approved Application

Dear Chancellor Klein:

Pursuant to § 2857 of the Education Law, we hereby notify you that the Board of Trustees of the State University of New York (the "State University Trustees") met on June 22, 2004, and voted to approve the application for the Harlem Link Charter School.

Please be advised that the application approved by the State University Trustees, together with the proposed charter will be forwarded to the Board of Regents for its review and comment.

Should you have any questions please do not hesitate to contact me. Thank you.

Sincerely,

Ralph A. Rossi II
General Counsel

c: Directors/Principals of non-public schools within geographic area
Charter Schools in geographic area
Lisa Long, State Education Department
Darlene Mengel, State Education Department

oel I. Klein
cellor
lew York City Department of Education
2 Chambers Street, Room 405
lew York, New York 10007

New York City Community School District 5
Superintendent
433 West 123rd Street
New York, New York 10027

Rice High School
Principal/Director
74 West 124th Street
New York, New York 10027

Annunciation School
Principal/Director
461 West 131st Street
New York, New York 10027

Corpus Christi School
Principal/Director
West 121st Street
New York, New York 10027

Fellowship of Learning School
Principal/Director
70 West 126th Street
New York, New York 10027

Great Tomorrows USA School
Principal/Director
38 West 123rd Street
New York, New York 10027

Resurrection School
Principal/Director
282 West 151st Street
New York, New York 10039

Riverside Church Week Day School
Principal/Director
490 Riverside Drive
w York, New York 10027

Soul Saving Station –Christ Crusader
Principal/Director
302 West 124th Street
New York, New York 10027

aint Aloysius School
ipal/Director
23 West 132nd Street
lew York, New York 10027

Saint Benedict Day Nursery and Kindergarten
Principal/Director
21 West 124th Street
New York, New York 10027

aint Charles Borromeo School
rincipal/Director
14 West 142nd Street
lew York, New York 10030

Saint Joseph School
Principal/Director
168 Morningside Avenue
New York, New York 10027

Saint Mark the Evangelist School
rincipal/Director
West 138th Street
New York, New York 10037

Amber Charter School
Principal/Director
220 East 106th Avenue
New York, New York 10029

Sisulu Children's Academy – Harlem Public Charter School
Principal/Director
125 West 115th Street
New York, New York 10026

East Harlem Village Academy Charter School
Principal/Director
413 East 120th Street
New York, New York 10035

East New York Village Academy Charter School
Village Academies
Madison Avenue., 6th Floor
New York, New York 10017

Family Academy Charter School Of New York
c/o Nancy McDonnell
240 West 113th Street
New York, New York 10026

[redacted]s Preparatory Charter School
[redacted] New York
/o Miriam Lewis Raccah
680 Broadway, Apt. 3-B
New York, New York 10025

Harbor Science and Arts Charter School
Principal/Director
One East 104th Street, Suite 603
New York, New York 10029

Harlem Day Charter School
Principal/Director
240 East 123rd Street
New York, New York 10035

KIPP S.T.A.R. College Prep Charter School
Principal/Director
433 West 123rd Street
New York, New York 10027

Harlem Children's Zone Promise Academy
[redacted]harter School
[redacted]cipal/Director
1916 Park Avenue, Suite 212
New York, New York 10037

John V. Lindsey Wildcat Academy
Charter School
Principal/Director
17 Battery Place
New York, New York 10004

The Opportunity Charter School
Principal/Director
222 West 134th Street
New York, New York 10030

[redacted]

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A

Charter Schools Institute
State University of New York

4 North Pearl Street, 4th Floor
Albany, New York 12207
Phone: (518) 433-8277
Fax: (518) 427-6510
www.newyorkcharters.org

James D. Merriman IV
Executive Director

March 11, 2004

Joel I. Klein
Chancellor
New York City Department of Education
52 Chambers Street, Room 405
New York, New York 10007

Dear Chancellor Klein:

As courtesy, please find enclosed a redacted copy of the following charter applications received by the State University of New York in its capacity as a charter entity:

Harlem Link Charter School
Grand Concourse Academy Charter School
Liberty Academy Charter School
Masters Charter School

The Institute is currently reviewing the enclosed application(s) and expects to make a recommendation to the State University Board of Trustees no later than June 2004. If approved the proposed school(s) would open either in the 2004-05 or the 2005-06 school year.

As you may be aware, a school district in which a charter school is proposed to be located is entitled (but not required) to comment on the "proposed charter" prior to its final issuance. Similarly, a school district may (but again is not required) to convene a public meeting to receive comment on that proposed charter. While a proposed charter would not be entered into until and unless the State University Trustees approved the above-named application(s), the Institute would welcome any comment that you might wish to provide on the application itself and prior to the State University Trustees taking any action.

Should you have any questions, please do not hesitate to contact the Institute. Thank you.

Sincerely,

James D. Merriman IV

Enclosure

c: Superintendents of affected community school districts (w/o enclosure)
Directors/Principals of non-public schools within geographic area (w/o enclosure)

Joel I. Klein
[redacted]ncellor
[redacted] York City Department of Education
52 Chambers Street, Room 405
New York, New York 10007

New York City Community School District 5
Superintendent
433 West 123rd Street
New York, New York 10027

Rice High School
Principal/Director
74 West 124th Street
New York, New York 10027

Annunciation School
Principal/Director
461 West 131st Street
New York, New York 10027

Corpus Christi School
Principal/Director
[redacted] West 121st Street
New York, New York 10027

Fellowship of Learning School
Principal/Director
70 West 126th Street
New York, New York 10027

Great Tomorrows USA School
Principal/Director
38 West 123rd Street
New York, New York 10027

Resurrection School
Principal/Director
282 West 151st Street
New York, New York 10039

Riverside Church Week Day School
Principal/Director
490 Riverside Drive
[redacted] York, New York 10027

Soul Saving Station –Christ Crusader
Principal/Director
302 West 124th Street
New York, New York 10027

Saint Aloysius School
[redacted]cipal/Director
223 West 132nd Street
New York, New York 10027

Saint Benedict Day Nursery and Kindergarten
Principal/Director
21 West 124th Street
New York, New York 10027

Saint Charles Borromeo School
Principal/Director
214 West 142nd Street
New York, New York 10030

Saint Joseph School
Principal/Director
168 Morningside Avenue
New York, New York 10027

Saint Mark the Evangelist School
Principal/Director
[redacted]West 138th Street
New York, New York 10037

Joel I. Klein
[redacted]ncellor
[redacted]w York City Department of Education
52 Chambers Street, Room 405
New York, New York 10007

New York City Community School District 9
Principal/Director
1377 Jerome Avenue
Bronx, New York 10452

All Hallows Institute
Principal/Director
111 East 164th Street
Bronx, New York 10452

Aquinas High School
Principal/Director
685 East 182n Street
Bronx, New York 10457

Cardinal Hayes High School
Principal/Director
[redacted] Grand Concourse
Bronx, New York 10451

Saint Pius V High School
Principal/Director
500 Courtlandt Avenue
Bronx, New York 10451

Bronx-Manhattan Seventh Day Adventist School
Principal/Director
1440 Plimpton Avenue
Bronx, New York 10452

Christ the King School
Principal/Director
1345 Grand Concourse
Bronx, New York 10452

Friendly Baptist Day Care
Principal/Director
1278 Nelson Avenue
[redacted]nx, New York 10452

High Bridge Nursery School
Principal/Director
1531 University Avenue
Bronx, New York 10453

Holy Spirit School
[redacted]cipal/Director
1960 University Avenue
Bronx, New York 10453

The Learning Tree Prep School
Principal/Director
1885 University Avenue
Bronx, New York 10453

Melrose Community School
Principal/Director
838 Brook Avenue
Bronx, New York 10451

Miss Francine Day School II
Principal/Director
2169 Grand Concourse
Bronx, New York 14053

Parkside Nursery School and Kindergarten
Principal/Director
[redacted]9 Morris Avenue
Bronx, New York 10457

R. T. Hudson Elementary School
Principal/Director
1122 Forest Avenue
Bronx, New York 10456

Sacred Heart School
Principal/Director
95 West 168th School
Bronx, New York 10452

Shield Institute for Retarded Children
Principal/Director
1800 Andrews Avenue
Bronx, New York 10453

Saint Angela Merici School
Principal/Director
266 East 163rd Street
[redacted]nx, New York 10451

Saint Augustine School
Principal/Director
1176 Franklin Avenue
Bronx, New York 10456

Saint Joseph School
[redacted]cipal/Director
1946 Bathgate Avenue
Bronx, New York 10457

Saint Margaret Mary School
Principal/Director
121 East 177th Street
Bronx, New York 10453

Saint Martin of Tours School
Principal/Director
695 East 182nd Street
Bronx, New York 10457

Saint Peter and Paul School
Principal/Director
838 Brook Avenue
Bronx, New York 10451

Saint Simon Stock Elementary School
Principal/Director
[redacted]5 Valentine Avenue
Bronx, New York 10457

Joel I. Klein
Chancellor
New York City Department of Education
52 Chambers Street, Room 405
New York, New York 10007

New York City Community School District 14
Superintendent
215 Heyward Street
Brooklyn, New York 11206

Beth Chana School for Girls
Principal/Director
620 Bedford Avenue
Brooklyn, New York 11211

Binos Desha
Principal/Director
131 Keap Street
Brooklyn, New York 11211

Bnos Yakov School for Girls
Principal/Director
Harrison Avenue
Brooklyn, New York 11211

Hychel Hatorah
Principal/Director
543 Bedford Avenue
Brooklyn, New York 11211

Jewish Center for Special Education
Principal/Director
430 Kent Avenue
Brooklyn, New York 11211

Kedishas Naftoli
Principal/Director
117 Keap Street
Brooklyn, New York 11211

Mesivta Nachlas Yacov-A Yerim
Principal/Director
185 Wilson Street
Brooklyn, New York 11211

Mosdos Chasidei Square
Principal/Director
105 Heyward Street
Brooklyn, New York 11206

Yeshiva Ateres Tzvi
[redacted]cipal/Director
162 Ross Street
Brooklyn, New York 11211

Yeshiva Bnai Yesucher
Principal/Director
467 Bedford Avenue
Brooklyn, New York 11211

Yeshiva Chasdei Tzvi
Principal/Director
219 Keap Street
Brooklyn, New York 11211

Yeshiva Kehilath Yakov
Principal/Director
206 Wilson Street
Brooklyn, New York 11211

All Saints Elementary School
Principal/Director
[redacted] Throop Avenue
Brooklyn, New York 11206

Bais Yakov of Khal Adas Yereim
Principal/Director
563 Bedford Avenue
Brooklyn, New York 11211

Be'Ikvei Hatzoin
Principal/Director
31 Division Avenue
Brooklyn, New York 11211

Beth Rachel School for Girls
Principal/Director
82 Lee Avenue
Brooklyn, New York 11211

Bnos Chayil
Principal/Director
145 Hewes Street
[redacted]klyn, New York 11211

Brooklyn Temple School
Principal/Director
3 Lewis Avenue
Brooklyn, New York 11206

Central Brooklyn Seventh Day Adventist School
[redacted]cipal/Director
[redacted]30 Boerum Street
Brooklyn, New York 11206

Mesivta Tifereth Zvi Spinka
Principal/Director
199 Lee Avenue
Brooklyn, New York 11211

Most Holy Trinity School
Principal/Director
140 Montrose Avenue
Brooklyn, New York 11206

Northside Catholic School at Mount Carmel
Principal/Director
10 Withers Street
Brooklyn, New York 11211

Northside Catholic School at Saint Vincent
Principal/Director
[redacted] North Seventh Street
[redacted]ooklyn, New York 11211

Nuestros Ninos Child Development School
Principal/Director
384 South Fourth Street
Brooklyn, New York 11211

Saint Anthony and Alphonsus School
Principal/Director
725 Leonard Street
Brooklyn, New York 11222

Saint Cecilia School
Principal/Director
1-15 Monitor School
Brooklyn, New York 11222

Saint John the Baptist School
Principal/Director
82 Lewis Avenue
[redacted]oklyn, New York 11206

Saint John the Evangelist Lutheran School
Principal/Director
195 Maujer Street
Brooklyn, New York 11206

Saint Mark's Lutheran School
[redacted]cipal/Director
526 Bushwick Avenue
Brooklyn, New York 11206

Saint Nicholas Elementary School
Principal/Director
287 Powers Street
Brooklyn, New York 11211

Saint Peter and Paul School
Principal/Director
288 Berry Street
Brooklyn, New York 11211

Saint Stanislaus Kostka School
Principal/Director
10 Newell Street
Brooklyn, New York 11222

Talmud Torah of Kasho
Principal/Director
[redacted] Penn Street
Brooklyn, New York 11211

Talmud Torah Tashbar
Principal/Director
535 Bedford Avenue
Brooklyn, New York 11211

Talmud Torah Toldos Hillel-Krasna
Principal/Director
35 Hewes Street
Brooklyn, New York 11211

Transfiguration School
Principal/Director
250 Hooper Street
Brooklyn, New York 11211

UTA
Principal/Director
82 Lee Avenue
[redacted]ooklyn, New York 11211

Yeshiva Beth Yitzchok D. Spinka
Principal/Director
575 Bedford Avenue
Brooklyn, New York 11211

Yeshiva Bnos Ahavas Israel
[redacted]cipal/Director
[redacted]2 Franklin Avenue
Brooklyn, New York 11211

Yeshiva Bnos Spinka
Principal/Director
127 Wallabout Street
Brooklyn, New York 11206

Yeshiva Gedolah Ohr Yisroel
Principal/Director
281 Rutledge Street
Brooklyn, New York 11211

Yeshiva Mesivta Arugath Habosem
Principal/Director
40 Lynch Street
Brooklyn, New York 11206

Yeshiva Ohel Shaim D'Kaalov
Principal/Director
[redacted]Hewes Street
Brooklyn, New York 11211

Yeshiva Tzemach Tzadik Viznitz
Principal/Director
186-88 Ross Street
Brooklyn, New York 11211

Yeshiva Yesode Hatorah
Principal/Director
505 Bedford Avenue
Brooklyn, New York 11211

Yeshiva Yesode Hatorah
Principal/Director
204 Keap Street
Brooklyn, New York 11211

Joel I. Klein
Chancellor
[redacted] York City Department of Education
52 Chambers Street, Room 405
New York, New York 10007

New York City Community School District 20
Superintendent
1031 59th Street
Brooklyn, New York 11219

Adelphi Academy
Principal/Director
8515 Ridge Boulevard
Brooklyn, New York 11209

Bais Brocho of Karlin Stolin
Principal/Director
4314 Tenth Avenue
Brooklyn, New York 11219

Bais Esther School
Principal/Director
[redacted] 50th Street
[redacted]klyn, New York 11219

Bais Ruchel School of Boro Park
Principal/Director
5301 14th Street
Brooklyn, New York 11219

Bais Yaakov D'Gur High School
Principal/Director
975 51st Street
Brooklyn, New York 11204

Bais Yaakov D'Khal Adas Yerim
Principal/Director
1169 43rd Stree
Brooklyn, New York 11219

Bayridge Prep School
Principal/Director
101 Ridge Boulevard
[redacted]klyn, New York 11209

Beth Jacob High School
Principal/Director
4421 15th Avenue
Brooklyn, New York 11219

Bishop Kearney High School
[redacted]cipal/Director
[redacted]2 60th Street
Brooklyn, New York 11204

Bnai Elozer School
Principal/Director
5120 Fort Hamilton Parkway
Brooklyn, New York 11219

Bnos Yakov of Boro Park
Principal/Director
1402 40th Street
Brooklyn, New York 11218

Bnos Yerushalayim
Principal/Director
600 McDonald Avenue
Brooklyn, New York 11218

Bnos Zion of Bobov
Principal/Director
[redacted]0 14th Avenue
[redacted]oklyn, New York 11219

Bobover Yeshiva Bnei Zion
Principal/Director
4206-10 15th Avenue
Brooklyn, New York 11219

Fontbonne Hall Academy
Principal/Director
9901 Shore Road
Brooklyn, New York 11209

Gerer Yeshiva/Mesivta Bais Yisroel
Principal/Director
5407 16th Avenue
Brooklyn, New York 11204

Machon Bais Yaakov Hilda Birn High School
Principal/Director
1681-83 42nd Street
[redacted]ooklyn, New York 11204

Magen David Yeshivah High School
Principal/Director
7801 Bay Parkway
Brooklyn, New York 11214

Merkaz Bnos High School
[redacted]cipal/Director
[redacted]00 West Sixth Street
Brooklyn, New York 11204

Mesifta Chsan Sofer and Rabbi Kluger School
Principal/Director
1876 50th Street
Brooklyn, New York 11204

Mesifta V'Yoel Moshei
Principal/Director
1960 49th Street
Brooklyn, New York 11219

Mesivta Lev Torah
Principal/Director
1976 52nd Street
Brooklyn, New York 11204

Mesivta Mkor Chaim
Principal/Director
[redacted] 55th Street
[redacted]ooklyn, New York 11219

Mosdos Bnos Frima High School
Principal/Director
1377 42nd Street
Brooklyn, New York 11219

olytech Prep Country Day School
rincipal/Director
216 Seventh Avenue
rooklyn, New York 11228

Sinai Academy Center
Principal/Director
2025 79th Street
Brooklyn, New York 11214

iferes Bais Yaakov High School
incipal/Director
508 16th Avenue
[redacted]klyn, New York 11204

Tiferes Miriam High School for Girls
Principal/Director
6510 17th Avenue
Brooklyn, New York 11204

Tomer Devora High School for Girls
[redacted]cipal/Director
1413 45th Street
Brooklyn, New York 11219

Torah Uyirah of Boro Park
Principal/Director
1348 53rd Street
Brooklyn, New York 11219

Torah Vodaath High School
Principal/Director
425 East Ninth Street
Brooklyn, New York 11218

Viener Mesivta of Boro Park
Principal/Director
1350 50th Street
Brooklyn, New York 11219

Xaverian High School
Principal/Director
[redacted]0 Shore Road
Brooklyn, New York 11209

Yeshiva Derech Chaim
Principal/Director
1573 39th Street
Brooklyn, New York 11218

Yeshiva Gedolah of Midwood
Principal/Director
201 Avenue F
Brooklyn, New York 11218

Yeshiva Imrei Yosef Spinka
Principal/Director
5801 15th Avenue
Brooklyn, New York 11219

Yeshiva Karlin Stolin
Principal/Director
1818 54th Street
[redacted]ooklyn, New York 11204

Yeshiva Machzikei Hadas
Principal/Director
1601 42nd Street
Brooklyn, New York 11204

Yeshiva Nesivas Chaim
[redacted]cipal/Director
531 East Third Street
Brooklyn, New York 11218

Yeshiva Ohr Eliezer
Principal/Director
2115 Benson Avenue
Brooklyn, New York 11214

Yeshiva Or Hatorah Burshtin
Principal/Director
5822 11th Avenue
Brooklyn, New York 11219

Yeshiva Shaarei Yosher
Principal/Director
4102 16th Avenue
Brooklyn, New York 11204

Yeshiva Tiferes Bunim
Principal/Director
[redacted]2 13th Avenue
Brooklyn, New York 11219

Yeshiva Tiferes Shmiel
Principal/Director
1517 56th Street
Brooklyn, New York 11219

Yeshiva Tifereth Elimelech
Principal/Director
1650 56th Street
Brooklyn, New York 11204

Yeshiva Torah Temimah
Principal/Director
555 Ocean Parkway
Brooklyn, New York 11218

Yeshiva Toras Chesed
Principal/Director
5506 16th Avenue
[redacted]ooklyn, New York 11204

Yeshivas Novominsk – Kol Yehuda
Principal/Director
1569 47th Street
Brooklyn, New York 11219

Al Madrasa Al Islamiya
[redacted]cipal/Director
5224 Third Avenue
Brooklyn, New York 11220

Bais Sarah Educational School for Girls
Principal/Director
1363 50th Street
Brooklyn, New York 11219

Bais Tziporah
Principal/Director
1449 39th Street
Brooklyn, New York 11218

Bais Yaakov D'Chassidei Gur
Principal/Director
1975 51st Street
Brooklyn, New York 11204

Bais Yaakov of Brooklyn
Principal/Director
[redacted]2 49th Street
Brooklyn, New York 11219

Bais Yaakov of 18th Avenue
Principal/Director
4419 18th Avenue
Brooklyn, New York 11204

Bais Yitzchak School
Principal/Director
1413 45th Street
Brooklyn, New York 11219

Bay Ridge Christian Academy
Principal/Director
6324 Seventh Avenue
Brooklyn, New York 11220

Beth Jacob of Boro Park
Principal/Director
1371 46th Street
[redacted]ooklyn, New York 11219

Bnos Margulia Viznitz
Principal/Director
1824 53rd Street
Brooklyn, New York 11204

Bonim Lamokom
[redacted]cipal/Director
425 East Ninth Street
Brooklyn, New York 11218

The Cheder
Principal/Director
4001 16th Avenue
Brooklyn, New York 11218

D & G Kaloidis Parochial School
Principal/Director
3502 Ridge Boulevard
Brooklyn, New York 11209

Gan Yisroel
Principal/Director
3909 15th Avenue
Brooklyn, New York 11218

Guild for Exceptional Children
Principal/Director
[redacted] 57th Street
Brooklyn, New York 11219

Hebrew Academy for Special Children
Principal/Director
1311 55th Street
Brooklyn, New York 11219

Holy Spirit School
Principal/Director
1668 46th Street
Brooklyn, New York 11204

Immaculate Heart of Mary School
Principal/Director
3002 Fort Hamilton Parkway
Brooklyn, New York 11218

Kesser Malka
Principal/Director
1019 46th Street
[redacted]ooklyn, New York 11219

Leif Ericson Day School
Principal/Director
1037 72nd Street
Brooklyn, New York 11228

utheran Elementary School of Bay Ridge
cipal/Director
140 Ovington Avenue
Brooklyn, New York 11209

Magen David Yesh – Isaac Shlm E
Principal/Director
520 Avenue P
Brooklyn, New York 11204

Mosdos Chasidei Square
Principal/Director
1373 43rd Street
Brooklyn, New York 11219

Most Precious Blood School
Principal/Director
133-157 27th Avenue
Brooklyn, New York 11214

New Hope Christian Academy
Principal/Director
Bay Ridge Avenue
Brooklyn, New York 11220

Ohr Torah
Principal/Director
4615 14th Avenue, 3rd Floor
Brooklyn, New York 11219

Our Lady of Angels School
Principal/Director
337-347 74th Street
Brooklyn, New York 11209

Our Lady of Guadalupe School
Principal/Director
1518 73rd Street
Brooklyn, New York 11228

Our Lady of Perpetual Help Elementary School
Principal/Director
5902 Sixth Avenue
oklyn, New York 11220

Regina Pacis School
Principal/Director
1201 66th Street
Brooklyn, New York 11219

Shalsheles Bais Yaakov
[redacted]cipal/Director
1681 42nd Street
Brooklyn, New York 11204

Shema Kolainu – Hear Our Voices
Principal/Director
1955 54th Street
Brooklyn, New York 11204

Saint Agatha School
Principal/Director
736 48th Street
Brooklyn, New York 11220

Saint Anslem School
Principal/Director
365 83rd Street
Brooklyn, New York 11209

Saint Athanasius School
Principal/Director
[redacted]0 Bay Parkway
Brooklyn, New York 11204

Saint Bernadette School
Principal/Director
1313 83rd Street
Brooklyn, New York 11228

Saint Catharine of Alexandria School
Principal/Director
1053 41st Street
Brooklyn, New York 11219

Saint Ephrem School
Principal/Director
7415 Fort Hamilton Parkway
Brooklyn, New York 11228

Saint Finbar School
Principal/Director
1825 Bath Avenue
[redacted]ooklyn, New York 11214

Saint Frances Cabrini School
Principal/Director
21 Bay 11th Street
Brooklyn, New York 11228

Saint Mary Mother of Jesus School
[redacted]cipal/Director
8401 23rd Avenue
Brooklyn, New York 11214

Saint Patrick School
Principal/Director
401 97th Street
Brooklyn, New York 11209

Step-Special Torah Educational Program
Principal/Director
4601 14th Avenue
Brooklyn, New York 11219

Talmud Torah D'Rabinu Yoel
Principal/Director
5411 Fort Hamilton Parkway
Brooklyn, New York 11219

Talmudical Torah Imrei Chaim
Principal/Director
[redacted]4 53rd Street
Brooklyn, New York 11204

Tashbar Learning Center
Principal/Director
1349 50th Street
Brooklyn, New York 11219

Tomer Dvora School
Principal/Director
1413 45th Street
Brooklyn, New York 11219

Visitation Academy
Principal/Director
8902 Ridge Boulevard
Brooklyn, New York 11209

Viznitzer Chaider Tiferes Yisroel
Principal/Director
1270 52nd Street
[redacted]ooklyn, New York 11219

Yeshiva Beth Hillel of Krasna
Principal/Director
1364-66 42nd Street
Brooklyn, New York 11219

Yeshiva Boyan
[redacted]cipal/Director
1208 44th Street
Brooklyn, New York 11219

Yeshiva Chasdei Torah
Principal/Director
2143 65th Street
Brooklyn, New York 11204

Yeshiva Congregation Toras Yuea
Principal/Director
1056 54th Street
Brooklyn, New York 11219

Yeshiva Kavunas Halev
Principal/Director
1654 43rd Street
Brooklyn, New York 11204

Yeshiva Kehilath Yakov
Principal/Director
[redacted]6 Tenth Avenue
Brooklyn, New York 11219

Yeshiva Ohel Moshe
Principal/Director
7914 Bay Parkway
Brooklyn, New York 11214

Yeshiva Sharei Hatz
Principal/Director
1764 50th Street
Brooklyn, New York 11204

Yeshiva Torah Vodaath
Principal/Director
425 East Ninth Street
Brooklyn, New York 11218

Yeshiva Yagdil Torah
Principal/Director
5110 18th Avenue
[redacted]ooklyn, New York 11204

Yeshiva Yesode Hatorah
Principal/Director
1350 50th Street
Brooklyn, New York 11219

Bais Yaakov Academy
[redacted]cipal/Director
1213-1223 Elm Avenue
Brooklyn, New York 11230

Bais Yaakov D'Gur High School
Principal/Director
1975 51st Street
Brooklyn, New York 11204

Beer Hagolah Institute High School
Principal/Director
293 Neptune Avenue
Brooklyn, New York 11235

Bet Yakov Ateret Torah High School
Principal/Director
1649 East 13th Street
Brooklyn, New York 11229

Beth Jacob School for Girls
Principal/Director
[redacted]Parkville Avenue
Brooklyn, New York 11230

Bishop Kearney High School
Principal/Director
2202 60th Street
Brooklyn, New York 11204

Bnos Israel of East Flatbush
Principal/Director
1629 East 15th Street
Brooklyn, New York 11229

Bnos Yakov of Boro Park
Principal/Director
1402 40th Street
Brooklyn, New York 11218

Bnos Yerushalayim
Principal/Director
600 McDonald Avenue
[redacted]ooklyn, New York 11218

Berer Yeshiva/Mesivta Bais Yisroel
Principal/Director
5407 16th Avenue
Brooklyn, New York 11204

Joseph S. Gruss Yeshiva High School
[redacted]cipal/Director
1904 Avenue N
Brooklyn, New York 11230

Lubavitcher High School
Principal/Director
841-853 Ocean Parkway
Brooklyn, New York 11230

Machon Bais Yaakov Hilda Birn High School
Principal/Director
1681-83 42nd Street
Brooklyn, New York 11204

Magen David Yeshiva High School
Principal/Director
7801 Bay Parkway
Brooklyn, New York 11214

Merkaz Bnos High School
Principal/Director
[redacted]0 West Sixth Street
Brooklyn, New York 11204

Mesifta Chsan Sofer and Rabbi Kluger School
Principal/Director
1876 50th Street
Brooklyn, New York 11204

Mesivta And Yeshiva Gedolah of Manhattan
Principal/Director
98 West End Avenue
Brooklyn, New York 11235

Mesivta Lev Torah
Principal/Director
1976 52nd Street
Brooklyn, New York 11204

Mesivta of Seagate
Principal/Director
3803 Nautilus Avenue
[redacted]ooklyn, New York 11224

Mesivta Tiferes Yisroel
Principal/Director
1271 East 35th Street
Brooklyn, New York 11210

Mesivta Yeshiva Rabbi Chaim Berlin School
[redacted]cipal/Director
[redacted]5 Coney Island Avenue
Brooklyn, New York 11230

Mikdash Melech Mechina
Principal/Director
1326 Ocean Parkway
Brooklyn, New York 11230

Mirrer Yeshiva High School
Principal/Director
1795 Ocean Parkway
Brooklyn, New York 11223

New Vistas Academy
Principal/Director
2261 Church Avenue
Brooklyn, New York 11226

Polytech Prep Country Day School
Principal/Director
[redacted]6 Seventh Avenue
[redacted]ooklyn, New York 11228

Prospect Park Bnos Leah High School
Principal/Director
1601 Avenue R
Brooklyn, New York 11229

Shaare Torah School
Principal/Director
1680 Coney Island Avenue
Brooklyn, New York 11230

Shulamith High School for Girls
Principal/Director
1277 East 14th Street
Brooklyn, New York 11230

Sinai Academy Center
Principal/Director
2025 79th Street
[redacted]ooklyn, New York 11214

Soille Bais Yaakov High School
Principal/Director
2600 Ocean Avenue
Brooklyn, New York 11229

Saint Edmund Prep High School
[redacted]cipal/Director
2474 Ocean Avenue
Brooklyn, New York 11229

Tiferes Academy
Principal/Director
1960 Schenectady Avenue
Brooklyn, New York 11234

Tiferes Bais Yaakov High School
Principal/Director
4508 16th Avenue
Brooklyn, New York 11204

Tiferes Miriam High School for Girls
Principal/Director
6510 17th Avenue
Brooklyn, New York 11204

Torah Academy High School
Principal/Director
[redacted]6 East Ninth Street
Brooklyn, New York 11223

Torah Vodaath High School
Principal/Director
425 East Ninth Street
Brooklyn, New York 11218

Yeshiva D'Arkei Avoseinu
Principal/Director
293 Neptune Avenue
Brooklyn, New York 11235

Yeshiva Derech Chaim
Principal/Director
1573 39th Street
Brooklyn, New York 11218

Yeshiva Gedolah Academy of Beth Aaron School
Principal/Director
2261 Bragg Street
[redacted]ooklyn, New York 11229

Yeshiva Gedolah Bais Yisroel
Principal/Director
2002 Avenue J
Brooklyn, New York 11210

Yeshiva Gedolah of Midwood
[redacted]cipal/Director
[redacted]01 Avenue F
Brooklyn, New York 11218

Yeshiva Karlin Stolin
Principal/Director
1818 54th Street
Brooklyn, New York 11204

Yeshiva Machzikei Hadas
Principal/Director
1601 42nd Street
Brooklyn, New York 11204

Yeshiva Nesivas Chaim
Principal/Director
531 East Third Street
Brooklyn, New York 11218

Yeshiva of Brooklyn
Principal/Director
[redacted]0-74 Ocean Parkway
[redacted]ooklyn, New York 11230

Yeshiva of Flatbush
Principal/Director
1609 Avenue J
Brooklyn, New York 11230

Yeshiva Ohr Eliezer
Principal/Director
2115 Benson Avenue
Brooklyn, New York 11214

Yeshiva Shaarei Yosher
Principal/Director
4102 16th Avenue
Brooklyn, New York 11204

Yeshiva Tifereth Elimelech
Principal/Director
1650 56th Street
[redacted]ooklyn, New York 11204

Yeshiva Torah Temimah
Principal/Director
555 Ocean Parkway
Brooklyn, New York 11218

Yeshiva Toras Chesed
[redacted]cipal/Director
5506 16th Avenue
Brooklyn, New York 11204

Yeshiva Vyelipol
Principal/Director
860 East 27th Street
Brooklyn, New York 11210

Yeshivat Ateret Torah School
Principal/Director
901 Quentin Road
Brooklyn, New York 11223

Yeshivat Or Hatorah
Principal/Director
2119 Homecrest Avenue
Brooklyn, New York 11229

Zvi Dov Roxa of Yeshiva Rambam
Principal/Director
[redacted]0 Kings Highway
Brooklyn, New York 11234

Ahaba Ve Ahva Cong and Yeshiva
Principal/Director
2001 East Seventh Street
Brooklyn, New York 11223

Ahi Exer Yeshiva
Principal/Director
2433 Olean Parkway
Brooklyn, New York 11235

Bais Tziporah
Principal/Director
1449 39th Street
Brooklyn, New York 11218

Bais Yaakov D'Chassidei Gur
Principal/Director
1975 51st Street
[redacted]ooklyn, New York 11204

Bais Yaakov of 18th Avenue
Principal/Director
4419 18th Avenue
Brooklyn, New York 11204

Barkai Yeshiva
[redacted]cipal/Director
321 Avenue N
Brooklyn, New York 11230

Bas Melech School for Girls
Principal/Director
116 Avenue I
Brooklyn, New York 11230

Be'Er Mordechai Elementary
Principal/Director
1670 Ocean Avenue
Brooklyn, New York 11230

Bet Yaakov Ateret Torah
Principal/Director
1750 East Fourth Street
Brooklyn, New York 11223

Big Apple Academy
Principal/Director
[redacted]4 Brown Street
Brooklyn, New York 11229

Bnos Margulia Viznitz
Principal/Director
1824 53rd Street
Brooklyn, New York 11204

Bonim Lamokom
Principal/Director
425 East Ninth Street
Brooklyn, New York 11218

Brooklyn Amity School
Principal/Director
2727 Coney Island Avenue
Brooklyn, New York 11235

Brooklyn Seventh Day Adventist Elementary School
Principal/Director
1260 Ocean Avenue
[redacted]ooklyn, New York 11230

The Cheder
Principal/Director
4001 16th Avenue
Brooklyn, New York 11218

Christian Heritage Academy
[redacted]cipal/Director
[redacted]0 East 42nd Street
Brooklyn, New York 11210

Crown Heights Yeshiva
Principal/Director
6363 Avenue U
Brooklyn, New York 11234

First Impressions School
Principal/Director
782 Rogers Avenue
Brooklyn, New York 11226

Gan Yisroel
Principal/Director
3909 15th Avenue
Brooklyn, New York 11218

Gesher Yehuda
Principal/Director
[redacted]Avenue T
[redacted]ooklyn, New York 11223

Good Shepherd School
Principal/Director
1943 Brown Street
Brooklyn, New York 11229

Happyland Manhattan Beach Day School
Principal/Director
190 Exeter Street
Brooklyn, New York 11235

Hebrew Institute for the Deaf
Principal/Director
1401 Avenue I
Brooklyn, New York 11230

Holy Cross School
Principal/Director
2520 Church Avenue
[redacted]ooklyn, New York 11226

Holy Innocents School
Principal/Director
249 East 17th Street
Brooklyn, New York 11226

Holy Spirit School
[redacted]cipal/Director
668 46th Street
Brooklyn, New York 11204

Immaculate Heart of Mary School
Principal/Director
3002 Fort Hamilton Parkway
Brooklyn, New York 11218

Ivdu School
Principal/Director
1610 Avenue J
Brooklyn, New York 11230

Lev Bais Yaakov
Principal/Director
2710 Avenue X
Brooklyn, New York 11235

Lubavitcher School Chabad
Principal/Director
[redacted] Ocean Parkway
Brooklyn, New York 11230

Magen David Yesh-Isaac Shalom Elementary School
Principal/Director
50 Avenue P
Brooklyn, New York 11204

Marine Park Day School
Principal/Director
1972 East 34th Street
Brooklyn, New York 11234

Mary Queen of Heaven School
Principal/Director
1326 East 57th Street
Brooklyn, New York 11234

Masores Bais Yaakov
Principal/Director
1395 Ocean Avenue
[redacted]ooklyn, New York 11230

Meorot Beit Yaakov
Principal/Director
1123 Avenue N, Room 2-B
Brooklyn, New York 11230

Mesorah School
[redacted]cipal/Director
1714 East 17th Street
Brooklyn, New York 11229

Mirrer Yeshiva Elementary School
Principal/Director
1795 Ocean Parkway
Brooklyn, New York 11223

Montessori School of Mill Basin
Principal/Director
5311 Avenue N
Brooklyn, New York 11234

Most Precious Blood School
Principal/Director
133-157 27th Avenue
Brooklyn, New York 11214

Our Lady Help of Christians School
Principal/Director
[redacted]0 East 29th Street
Brooklyn, New York 11210

Our Lady of Grace School
Principal/Director
385 Avenue W
Brooklyn, New York 11223

Our Lady of Refuge School
Principal/Director
1087 Ocean Avenue
Brooklyn, New York 11230

Our Lady of Solace School
Principal/Director
2865 West 19th Street
Brooklyn, New York 11224

Prospect Park Yeshiva
Principal/Director
1784 East 17th Street
[redacted]ooklyn, New York 11229

Rabbi Harry Halpern Day School
Principal/Director
1256 East 21st Street
Brooklyn, New York 11210

Resurrection School
[redacted]cipal/Director
2335 Gerritsen Avenue
Brooklyn, New York 11229

Shalsheles Bais Yaakov
Principal/Director
1681 42nd Street
Brooklyn, New York 11204

Shema Kolainu-Hear Our Voices
Principal/Director
1955 54th Street
Brooklyn, New York 11204

Shulamith School for Girls
Principal/Director
1277 East 14th Street
Brooklyn, New York 11230

Saint Agnes Seminary
Principal/Director
[redacted]1 Avenue R
Brooklyn, New York 11229

Saint Athanasius School
Principal/Director
6120 Bay Parkway
Brooklyn, New York 11204

Saint Bernard School
Principal/Director
2030 East 69th Street
Brooklyn, New York 11234

Saint Edmund Elementary School
Principal/Director
1902 Avenue T
Brooklyn, New York 11229

Saint Finbar School
Principal/Director
1825 Bath Avenue
[redacted]ooklyn, New York 11214

Saint Jerome School
Principal/Director
465 East 29th Street
Brooklyn, New York 11226

Saint Mark School
[redacted]cipal/Director
[redacted]2 East 19th Street
Brooklyn, New York 11235

Saint Mary Mother of Jesus School
Principal/Director
8401 23rd Avenue
Brooklyn, New York 11214

Saint Rose of Lima School
Principal/Director
259 Parkville Avenue
Brooklyn, New York 11230

Saint Simon and Jude School
Principal/Director
294 Avenue T
Brooklyn, New York 11223

Saint Stephen's Lutheran Parochial School
Principal/Director
[redacted]6 Newkirk Avenue
[redacted]ooklyn, New York 11226

Saint Thomas Aquinas School
Principal/Director
1501 Hendrickson Street
Brooklyn, New York 11234

Saint Vincent Ferrer School
Principal/Director
1603 Brooklyn Avenue
Brooklyn, New York 11210

Three Hierarchs School
Principal/Director
1724 Avenue P
Brooklyn, New York 11229

Windmill Montessori School
Principal/Director
1317 Avenue P
[redacted]ooklyn, New York 11229

Yeshiva Ahavas Torah
Principal/Director
2961 Norstrand Avenue
Brooklyn, New York 11229

Yeshiva Bais Ephraim
[redacted]cipal/Director
1802 Avenue J
Brooklyn, New York 11210

Yeshiva Dvar Zvi
Principal/Director
3868 Poplar Avenue
Brooklyn, New York 11224

Yeshiva Kavunas Halev
Principal/Director
1654 43rd Street
Brooklyn, New York 11204

Yeshiva Ketana of Bensonhurst
Principal/Director
953 Coney Island Avenue
Brooklyn, New York 11230

Yeshiva of Kings Bay
Principal/Director
[redacted]1 Avenue Z
Brooklyn, New York 11235

Yeshiva of Manhattan Beach
Principal/Director
60 West End Avenue
Brooklyn, New York 11235

Yeshiva Ohr Shraga D'Veretzky
Principal/Director
1223 East Eighth Street
Brooklyn, New York 11230

Yeshiva Rabbi Chaim Berlin
Principal/Director
1310 Avenue I
Brooklyn, New York 11230

Yeshiva Sharei Hatz
Principal/Director
1764 50th Street
[redacted]ooklyn, New York 11204

Yeshiva Sharei Hayosher
Principal/Director
1334 Ocean Parkway
Brooklyn, New York 11230

Yeshiva Torah Voddath
[redacted]cipal/Director
425 East Ninth Street
Brooklyn, New York 11218

Yeshiva Toras Emes Kamenitz
Principal/Director
1904 Tenth Avenue, North
Brooklyn, New York 11230

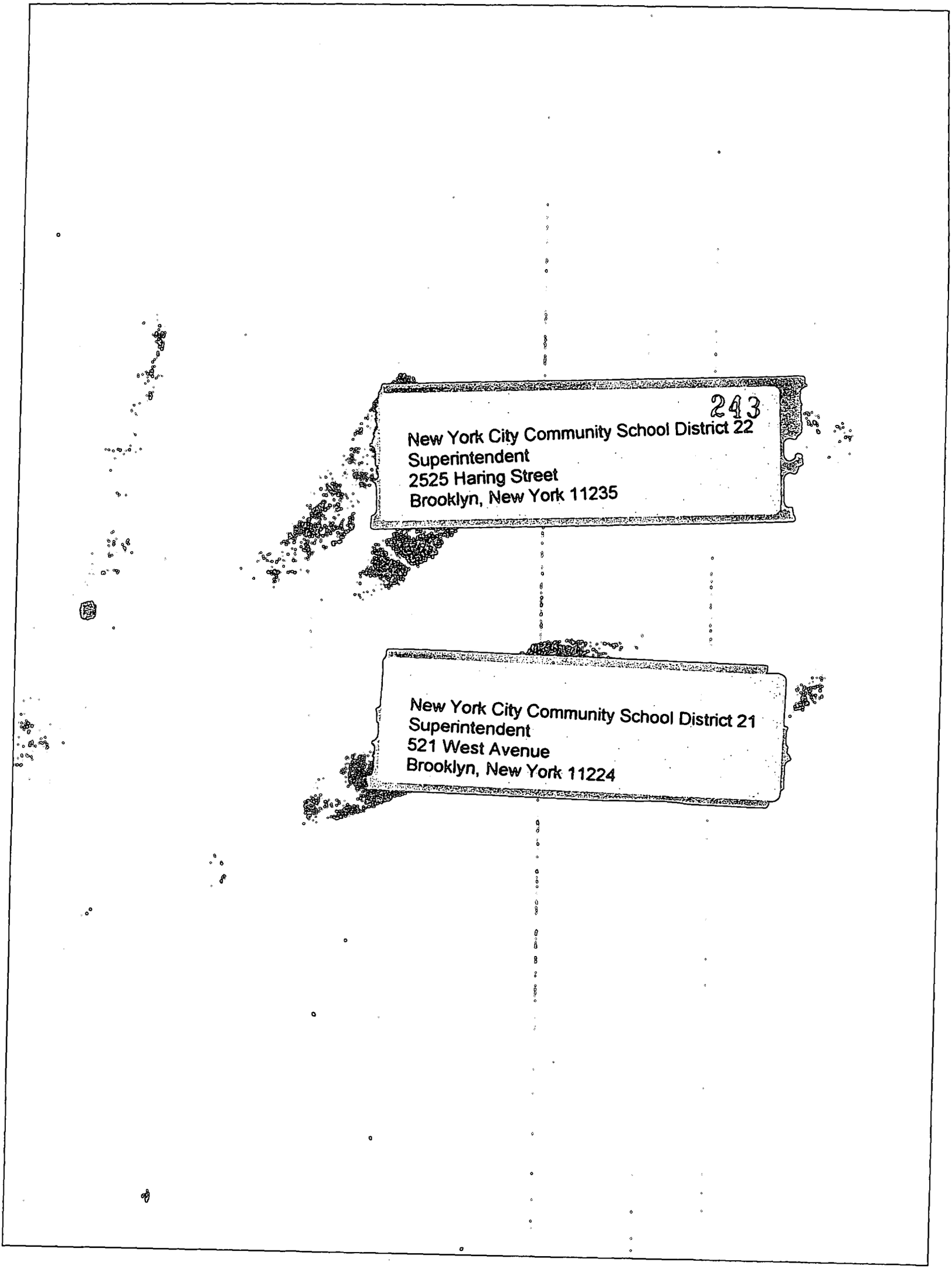
Yeshiva Yagdil Torah
Principal/Director
5110 18th Avenue
Brooklyn, New York 11204

Yeshivah of Flatbush Elementary School
Principal/Director
919 East Tenth Street
Brooklyn, New York 11230

Yeshivat Mizrachi L'Banim
Principal/Director
[redacted]0 Norstrand Avenue
Brooklyn, New York 11229

Yeshivat Ohel Torah
Principal/Director
1781 Ocean Parkway
Brooklyn, New York 11223

ichron Yehuda Bais Simcha
[redacted]ipal/Director
051 59th Street
rooklyn, New York 11219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New York City Community School District 22
Superintendent
2525 Haring Street
Brooklyn, New York 11235
New York City Community School District 21
Superintendent
521 West Avenue
Brooklyn, New York 11224

B

Charter Schools Institute
State University of New York

June 22, 2004

Joel I. Klein
Chancellor
Tweed Building
New York City Department of Education
52 Chambers Street, Room 405
New York, New York 10007

Re: Approved Application

Dear Chancellor Klein:

Pursuant to § 2857 of the Education Law, we hereby notify you that the Board of Trustees of the State University of New York (the "State University Trustees") met on June 22, 2004, and voted to approve the application for the Harlem Link Charter School.

Please be advised that the application approved by the State University Trustees, together with the proposed charter will be forwarded to the Board of Regents for its review and comment.

Should you have any questions please do not hesitate to contact me. Thank you.

Sincerely,

Ralph A. Rossi II
General Counsel

c: Directors/Principals of non-public schools within geographic area
Charter Schools in geographic area
Lisa Long, State Education Department
Darlene Mengel, State Education Department

74 North Pearl Street, 4th Floor, Albany, New York 12207 • Phone: (518) 433-8277 • Fax: (518) 427-6510
www.newyorkcharters.org

Joel I. Klein
Chancellor
New York City Department of Education
52 Chambers Street, Room 405
New York, New York 10007

New York City Community School District 5
Superintendent
433 West 123rd Street
New York, New York 10027

Rice High School
Principal/Director
74 West 124th Street
New York, New York 10027

Annunciation School
Principal/Director
461 West 131st Street
New York, New York 10027

Corpus Christi School
Principal/Director
West 121st Street
New York, New York 10027

Fellowship of Learning School
Principal/Director
70 West 126th Street
New York, New York 10027

Great Tomorrows USA School
Principal/Director
38 West 123rd Street
New York, New York 10027

Resurrection School
Principal/Director
282 West 151st Street
New York, New York 10039

Riverside Church Week Day School
Principal/Director
490 Riverside Drive
New York, New York 10027

Soul Saving Station –Christ Crusader
Principal/Director
302 West 124th Street
New York, New York 10027

Saint Aloysius School
[redacted]ncipal/Director
223 West 132nd Street
New York, New York 10027

Saint Benedict Day Nursery and Kindergarten
Principal/Director
21 West 124th Street
New York, New York 10027

Saint Charles Borromeo School
Principal/Director
214 West 142nd Street
New York, New York 10030

Saint Joseph School
Principal/Director
168 Morningside Avenue
New York, New York 10027

Saint Mark the Evangelist School
Principal/Director
[redacted] West 138th Street
[redacted]w York, New York 10037

Amber Charter School
Principal/Director
220 East 106th Avenue
New York, New York 10029

Sisulu Children's Academy – Harlem Public Charter School
Principal/Director
125 West 115th Street
New York, New York 10026

East Harlem Village Academy Charter School
Principal/Director
413 East 120th Street
New York, New York 10035

East New York Village Academy Charter School
c/o Village Academies
[redacted] Madison Avenue., 6th Floor
New York, New York 10017

Family Academy Charter School
Of New York
c/o Nancy McDonnell
240 West 113th Street
New York, New York 10026

Girl's Preparatory Charter School
[illegible] New York
c/o Miriam Lewis Raccah
2680 Broadway, Apt. 3-B
New York, New York 10025

Harbor Science and Arts Charter School
Principal/Director
One East 104th Street, Suite 603
New York, New York 10029

Harlem Day Charter School
Principal/Director
240 East 123rd Street
New York, New York 10035

KIPP S.T.A.R. College Prep Charter School
Principal/Director
433 West 123rd Street
New York, New York 10027

Harlem Children's Zone Promise Academy
Charter School
[illegible]ncipal/Director
1916 Park Avenue, Suite 212
New York, New York 10037

John V. Lindsey Wildcat Academy
Charter School
Principal/Director
17 Battery Place
New York, New York 10004

The Opportunity Charter School
Principal/Director
222 West 134th Street
New York, New York 10030

Charter Schools Unit

JUL 12 2004

CHARTER [redacted]

DATED AS OF JULY 12, 2004

BETWEEN

BOARD OF TRUSTEES OF THE
STATE UNIVERSITY OF NEW YORK

AND

APPLICANT FOR THE
HARLEM LINK CHARTER SCHOOL

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CHARTER

This agreement is executed on this 12th day of July, 2004 by and between the Board of Trustees of the State University of New York (the "**Trustees**") and Steven Evangelista and Margaret Ryan (the "**Applicant(s)**") to establish and operate the HARLEM LINK CHARTER SCHOOL (the "**School**"), an independent and autonomous public school under the New York Charter Schools Act of 1998.

WITNESSETH:

WHEREAS the State of New York enacted the New York Charter Schools Act of 1998 (the "**Act**") as Article 56 of the Education Law, adding sections 2850-2857 to the Education Law; and

WHEREAS pursuant to section 2852 of the Education Law, the Trustees have the authority to approve applications to establish charter schools in the State of New York and thereafter to enter into agreements with applicants setting forth the terms and conditions under which a charter school is to operate, such agreements until issued in final form to be known as proposed charters; and

WHEREAS the Applicant(s) submitted to the Trustees an application for establishment of the School pursuant to section 2851 of the Education Law (as modified and supplemented, the "**Application**"); and

WHEREAS the Trustees have (i) determined that the Application satisfies each and every requirement set forth in subdivision 2852(2) of the Education Law and (ii) approved the Application; and

WHEREAS pursuant to the Education Law, the Board of Regents (the "**Regents**") are authorized to approve the proposed charter, issue a provisional charter, and incorporate an education corporation to establish and operate a charter school.

NOW, THEREFORE, in consideration of the mutual covenants, representations, warranties and agreements contained herein, the parties hereby agree as follows:

SECTION 1. ESTABLISHMENT OF SCHOOL

1.1. Charter. This agreement (the "**Charter Agreement**"), which incorporates the Application, attached hereto as Exhibit A and which shall be hereafter referred to as the Terms of Operation (the "**Terms of Operation**"), the Monitoring Plan, attached hereto as Exhibit B (the "**Monitoring Plan**"), the accountability plan to be developed by the School during the first year of operation and further described herein, to be attached hereto as Exhibit C (the "**Accountability Plan**"), the additional assurances and terms, if any, set forth collectively and attached hereto as Exhibit D (the "**Additional Assurances and Terms**") and the Prior Action Visit Protocol and Checklist, attached hereto as Exhibit E (the "**Prior Action Protocol**"), shall constitute, before its approval by the Regents, the proposed charter (the "**Proposed Charter**"). If approved or deemed approved by the Regents, the Proposed Charter shall be

known as the charter (the "**Charter**"). The Charter shall be binding on the education corporation incorporated by the Regents under a certificate of incorporation issued pursuant to subdivision 2853(1) of the Education Law (the "**School Corporation**").

1.2 Effective Date; Term. The Charter shall take effect upon, and only upon, its issuance by the Regents (the "**Effective Date**") subject, however, to any limitations imposed herein and any provision to delay the effective date set forth in the Additional Assurances and Terms. The Charter shall expire five (5) years from the Effective Date, unless earlier terminated or renewed. The Charter is deemed issued upon approval of the Proposed Charter, either by action of the Regents or operation of law pursuant to subdivisions 2852(5-a) and 2852(5-b) of the Education Law. Prior to its issuance, the Proposed Charter is subject to modification or abandonment pursuant to subdivision 2852(5-b) of the Education Law. It is further understood that prior to its issuance, modifications to the Proposed Charter, subject to the consent of the Applicant(s), may result as a consequence of comments received from the entities set forth in subdivision 2857(1) of the Education Law.

1.3 Prior Actions. Paragraph 1.2 of the Charter Agreement, hereof notwithstanding, the School Corporation shall not provide instruction to any student until and unless the Trustees issue a written statement to the School, with a copy to the Regents, attesting to the School Corporation having completed all or substantially all of the prior actions set forth at Exhibit B (the "**Prior Actions**") to the satisfaction of the Trustees with such conditions as they may require. Upon such confirmation, the restrictions on the School Corporation set forth in the immediately foregoing sentence shall be of no further force and effect. Notwithstanding the foregoing, in the event that the School Corporation is unable to take and complete the Prior Actions to the satisfaction of the Trustees prior to September 21 of the year immediately succeeding the year in which the School Corporation is originally scheduled to commence instruction as set forth in the Terms of Operation, the Charter shall be deemed to be void ab initio. Moreover, notwithstanding anything to the contrary in this paragraph, the Prior Actions are in addition to any other condition set forth in the Charter or the Act.

1.4. New Information. The School Corporation shall not provide instruction to any student and shall not be eligible to receive any funds, or if it has received funds, any further funds, as would otherwise inure to the School Corporation under section 2856 of the Education Law, if:

(a) the Trustees receive information after the date on which the Proposed Charter is executed which provides substantial reason to believe that either (i) the Terms of Operation contain material misstatements or material omissions of fact or (ii) the School Corporation and/or any entity with which the School Corporation intends to contract to provide day-to-day management of the School, is unable to oversee and operate the School in a fiscally and educationally sound manner consistent with the terms of the Charter and the Act and all other applicable laws (the "**New Information**"); and

(b) the Trustees, acting on the New Information, issue in writing to the School Corporation a statement setting forth in particular the New Information and the reasons why the School Corporation shall not be permitted to provide instruction or receive the public funds contemplated under the Act. Upon appropriate showing by the School Corporation, the

Trustees may withdraw such statement and permit the School Corporation to provide instruction to students and to receive public funds contemplated under section 2856 of the Education Law. In the event that the Trustees issue the statement described by this paragraph prior to December 31 of the year that the Charter becomes effective, and such statement is not withdrawn by the Trustees on or before September 21 of the year immediately succeeding the year in which the Charter becomes effective, the Charter shall be deemed to be void ab initio. It shall be the ongoing obligation of the Applicant(s) (until the Effective Date) and the School Corporation (upon and after the Effective Date) to provide to the Trustees in writing any New Information of which it or they is or are in, or come(s) into, possession.

SECTION 2. OPERATION OF SCHOOL

2.1 Mission Statement. The School Corporation shall operate under the mission statement set forth in the Terms of Operation. However, the School Corporation may change, amend or otherwise modify its mission statement and such changes shall not require the permission of the Trustees or constitute a revision to the Charter so long as the changes are approved by the board of trustees of the School Corporation and generally consistent with the Terms of Operation, and the School Corporation reports the modification to the Trustees as part of its annual report as required by paragraph 6.1 of the Charter Agreement.

2.2 Age; Grade Range; Number of Students. The School Corporation shall provide instruction to pupils in such ages, grades and numbers in each year of operation under the Charter as is set forth in the Terms of Operation (the "**Projected Enrollment Structure**"), and shall obtain the prior written permission of the Trustees for variances from those terms, except as specifically set forth in subparagraphs a and b below.

(a) The School Corporation may enroll a total number of students different from such number as is set forth in the Projected Enrollment Structure (the "**Projected Total Enrollment**") so long as (i) the total enrollment does not exceed the lesser of one hundred and ten percent (110%) of the Projected Total Enrollment or twenty-five students more than the Projected Total Enrollment; or (ii) the total enrollment is not less than eighty-five percent (85%) of the Projected Total Enrollment or fifty (50) students; and

(b) The School Corporation may vary the number of students in any particular grade and/or number of students within a class from that provided for in the Projected Enrollment Structure for the purpose of accommodating staffing exigencies and attrition patterns and such changes shall not require the permission of the Trustees or constitute a revision to the Charter. Notwithstanding subparagraph a of this paragraph and the immediately foregoing, the School may not make any change in the Projected Enrollment Structure without the written permission of the Trustees that results in or has the effect of (i) eliminating or nearly eliminating a grade or grades the School was scheduled to serve under the Projected Enrollment Structure or (ii) not enrolling any returning student scheduled to be served under the Projected Enrollment Structure or (iii) eliminating any student's seat after the student has been admitted.

2.3 Admissions; Enrollment; Attendance. The School shall have in place and implement comprehensive policies for admissions, enrollment and attendance, which such policies shall be approved by the board of trustees of the School Corporation and shall be consistent with applicable law. Such policies shall provide in detail the procedures and practices utilized by the School in regards to admission, enrollment, attendance and withdrawal, including, *inter alia*, the period in which applications for admission shall be timely, how to obtain an application for admission, the practices in operating the random selection process, the maintenance of a wait list, the implementation of the preferences required by law and the taking of attendance pursuant to section 104.1 of Title 8 of the Official Compilation of Codes, Rules and Regulations of the State of New York. The board of trustees of the School Corporation shall have the authority to make changes to such policies and such changes shall not require the permission of the Trustees or constitute a revision to the Charter. Such changes, however, must be consistent with applicable law and regulations. The School Corporation shall utilize reasonable outreach and marketing measures to make potential applicants aware of opportunities for enrollment at the School. The Trustees, upon a finding that the outreach and marketing measures taken by the School Corporation are inconsistent with applicable law or the Terms of Operation, may require the School Corporation to take remedial action, including but not limited to, requiring the School Corporation to extend its enrollment period, delay or void its random selection process, and/or conduct further specified outreach and marketing steps. Only to the extent specifically provided for in the Terms of Operation or the Additional Assurances and Terms shall the School provide a preference to students at risk of academic failure and/or limit admission to a single sex and any change to such preferences as are provided for by the Terms of Operation or the Additional Assurances and Terms shall require the prior written approval of the Trustees, it being understood that such changes may also require a revision to the Charter, such determination to be made by the Trustees in consultation with the Regents.

2.4 Educational Program. The School Corporation shall implement and provide educational programs that are designed to permit and do permit the students to meet or exceed the performance standards adopted by the Regents and the goals, and measures of progress towards those goals, of the School as set forth in the Accountability Plan further described below. Subject to the immediately foregoing requirements, the School Corporation shall have the right to make any modifications to the educational program as it deems necessary, including but not limited to the curriculum, pedagogical approach and staffing structure, and such modifications shall not require the permission of the Trustees or be deemed a revision to the Charter, provided however that any such modifications shall be generally consistent with the Terms of Operation and applicable law, and the School Corporation reports such modifications on an annual basis as required by paragraph 6.1 of the Charter Agreement.

2.5 Evaluation of Students. The School Corporation shall implement student assessment requirements applicable to other public schools and administer Regents examinations to the same extent such examinations are required of other public school students, except as otherwise specifically provided by applicable law. In addition, the School shall supplement those assessment tools with the other assessment tools required by the Terms of Operation, if any, or as are required by or set forth in the Accountability Plan further described below.

2.6 Accountability Plan. By May 15 of the school year in which the School Corporation commences instruction, the School Corporation shall create the Accountability Plan, which such plan upon its completion shall be incorporated into the Charter Agreement as Exhibit C pursuant to paragraph 1.1. The Accountability Plan shall replace and substitute for the assessment measures and educational goals and objectives set forth in the Terms of Operation, but shall not provide for less stringent assessment measures or educational goals and objectives than those set forth in the Terms of Operation. The specific terms, form and requirements of the Accountability Plan, including any required goals and measures, are set forth in the Accountability Plan Guidelines (the "**Accountability Plan Guidelines**") maintained and disseminated by the Trustees and such guidelines shall be binding on the School Corporation. Upon the Accountability Plan's creation, the School Corporation shall fully implement, maintain, and report progress on, the Accountability Plan pursuant to the requirements of the Accountability Plan Guidelines and the annual reporting guidelines maintained by the Trustees (the "**Annual Reporting Guidelines**") as well as by paragraph 6.1 of the Charter Agreement. Material amendments to the Accountability Plan shall be approved by the Trustees and shall be consistent with the Accountability Plan Guidelines then in effect. The School Corporation understands that its success in meeting the goals and measures set forth in the Accountability Plan shall be the predominant criterion by which the success of its education program will be evaluated by the Trustees upon the School's application for renewal of the Charter.

2.7 School Calendar; Days and Hours of Operation. The days and hours of operation of the School shall be determined by the School Corporation at its discretion subject to the following restrictions:

(a) The days and hours of operation shall at all times be sufficient to allow the school to meet the student performance standards set by the Regents and the academic achievement goals and other goals set forth in the Accountability Plan and in no event shall the School provide less instructional time during a school year than is required of other public schools with instructional time to be divided in generally equal amounts over no less than 176 days.

(b) To allow parents to determine whether the School's program is appropriate for their child(ren), the School Corporation shall in each year of the Charter determine the days and hours of operation of the School for the next school year by February 1 of the then current school year and shall make such information readily available to parents seeking to enroll their children in or return their children to the School and provide a copy of such material to the Trustees in a manner that will allow them to post such information on the website of the Charter Schools Institute. The School shall not thereafter for the next school year make any material changes to the days and hours of operation of the School from those determined on each February 1st date that have the effect of shortening the number of days of instruction or hours in which such instruction is provided without obtaining the prior written permission of the Trustees, it being understood that such permission shall not be forthcoming except for good cause shown.

(c) Notwithstanding subparagraph b above, in the first school year in which the School provides instruction, the days and hours of operation shall be those set forth in the Terms of Operation, except that the School shall have the discretion, and without seeking

permission of the Trustees, to (i) provide ten percent (10%) or ten (10) fewer days of instruction, whichever is less, than that amount set forth in the Terms of Operation and (ii) lengthen the school day and school year as it deems necessary and appropriate so long as the School Corporation provides timely notice to parents of such changes.

2.8 Student Disciplinary Code. The School Corporation shall maintain and implement written rules and procedures for student discipline, including guidelines for suspension and expulsion, and shall disseminate those procedures to students and parents. Such guidelines and procedures must be consistent with applicable law, including but not limited to requirements for due process, provision of alternative instruction and federal laws and regulations governing the placement of students with disabilities. In the first year of operation, the discipline policy must be consistent with the discipline policy set forth in the Terms of Operation. Thereafter, the School Corporation shall have the authority to make such modifications to the student disciplinary code as it deems necessary and appropriate, and such modifications shall not require the permission of the Trustees or be deemed to constitute a revision to the Charter, except that material modifications of the disciplinary code shall be approved by the board of trustees of the School Corporation prior to such modifications becoming effective.

2.9 Code of Ethics. The School Corporation, its trustees, officers and employees shall abide by the code of ethics of the School set forth in the Terms of Operation, and the School Corporation shall disseminate the code in written form to its trustees, officers and employees. Modifications to the code of ethics shall require prior written approval by the Trustees.

2.10 Governance; School Board; By-laws. The School Corporation shall be governed by a board of trustees of the School Corporation (the "**School Board**") which initially shall consist of those individuals specifically named in the Terms of Operation (the "**Founding School Trustees**"). Any member of the School Board thereafter appointed or elected shall be known as a school trustee ("**School Trustee**"). The School Board shall have final authority for policy and operational decisions of the School although nothing shall prevent the School Board from delegating decision-making authority to officers and employees of the School Corporation. The School Board shall be established and operate pursuant to the following requirements and restrictions.

(a) The School Board shall initially operate pursuant to the by-laws set forth in the Terms of Operation. The School Board shall meet within thirty (30) days of the Effective Date and duly ratify such by-laws. Thereafter the School Board shall operate pursuant to the by-laws of the School Corporation whether such by-laws be those initially set forth in the Terms of Operation or as amended pursuant to subparagraph b of this paragraph 2.10 (initially or as amended, the "**By-laws**"), as well as the governance provisions of the Not-for-Profit Corporation and Education Law.

(b) The By-laws may not be amended in any material respect without the prior written approval of the Trustees, such approval not to be unreasonably withheld, and in no event can they conflict with any term of the Charter or law, including provisions of the

Education and Not-for-Profit Corporation law applicable to charter schools. In seeking modification of the By-laws, the School Board shall submit to the Trustees a duly approved resolution of the School Board setting forth the proposed material changes to the By-laws.

(c) The School Board shall have as its members such total number of School Trustees and shall reserve seats on the School Board for such specified members or constituent groups in such numbers as is set forth in the Terms of Operation. The By-laws shall contain provisions consistent therewith.

(d) Notwithstanding any provision to the contrary in the Charter Agreement, Terms of Operation or By-laws, in no event shall the School Board, at any time, be comprised of voting members of whom more than forty (40) percent are directors, officers, employees, agents or otherwise affiliated with any single entity (with the exception of the School Corporation or of another charter school), regardless of whether said entity is affiliated or otherwise partnered with the school. For the purposes of this paragraph, "single entity" shall mean any individual entity, as well as any and all related entities to such entity such as parents, subsidiaries, affiliates and partners. The Trustees may, at their sole discretion, waive this restriction upon a written request from the School.

(e) Where the School Corporation has engaged an educational service provider or other entity that provides comprehensive management services to the school pursuant to a contract between such entity and the School, (whether for or not for profit), no employee, director, officer, agent or individual otherwise affiliated with such entity and/or any related entity, nor any immediate family members of such persons, shall be eligible to serve on the School Board.

(f) The School Board shall notify the Trustees within five (5) business days of the removal of, or resignation by, any member of the School Board.

(g) The School Board shall require that each School Trustee who has served on the School Board during a school year shall file annually a disclosure report (the "**School Trustee Disclosure Report**") with the Trustees, the form and requirements of which shall be provided by the Trustees. The School Trustee Disclosure Report shall set forth and attest to transactions between the School Corporation on the one hand and a School Trustee and any entity with which such School Trustee is affiliated, on the other, as such transactions may be defined by the Trustees. As set forth in paragraph 6.1 of this Charter Agreement, the School Trustee Disclosure Report for each School Trustee shall be submitted yearly as part of the School's annual report ("**Annual Report**"). In the event that any School Trustee fails to file a School Trustee Disclosure Report within thirty (30) days of its due date of August 1, or such report is in material respects incomplete, misleading or untruthful, and the Trustees inform the School Board of its determination in this regard, the School Corporation, notwithstanding any provision of its By-laws, shall in a timely fashion remove such School Trustee pursuant to a vote of the School Board and the failure of the School Board to so act shall be a material violation of the Charter. Should a School Trustee resign from or otherwise leave the School Board without having submitted a School Trustee Disclosure Report for any year in which such School Trustee served, the School Corporation shall provide the Trustees with a record of the transactions

required by the School Trustee Disclosure Report for that School Trustee for each relevant school year, such reports to be signed by the School Corporation and due on August 1 as part of the Annual Report.

(h) During the one-year period from the time that this Charter is declared effective, the School Board shall consist of the Founding School Trustees with such other additional members that are approved consistent with paragraph 2.11 of the Charter Agreement. In the event that more than fifty percent (50%) of the Founding School Trustees resign from or otherwise leave the School Board within one year from the Effective Date, the School shall be deemed in material violation of its Charter and may, at the sole discretion of the Trustees, be placed on probation.

2.11 Selection of New School Board Members. All School Trustees shall possess appropriate qualifications for membership on the School Board, as such qualifications are set forth in the Terms of Operation and shall be seated pursuant to the following procedures. Prior to the appointment or election of any School Trustee who is not a Founding School Trustee, the School Board must submit to the Trustees (pursuant to a duly approved resolution of the School Board) the name of the proposed School Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed School Trustee, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed School Trustee may be seated. A failure by the School Corporation or the proposed School Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

2.12 Complaint Policy. The School Corporation shall implement and maintain a complaint policy to receive and handle complaints brought pursuant to § 2855(4) of the Education Law. Initially, such policy shall be that policy set forth in the Terms of Operation. The School Corporation shall have the power to amend the complaint policy in any way it deems necessary and appropriate, so long as, such amendments are approved by the School Board and are consistent with applicable law and due process. A copy of the School Corporation's complaint policy shall be distributed to the parents and/or guardians of students enrolled in the School and made readily available to all others requesting a copy. The School Corporation shall also provide a copy of the School's current complaint policy to the Trustees. Upon resolution of a complaint, the School Corporation shall provide to the complainant:

(a) its written determination and any remedial action thereto;

(b) a written notice to the complainant that he or she may appeal the determination of the School Corporation to the Trustees; and

(c) a copy of the Trustees' policies (as they are posted on the website of the Charter Schools Institute).

2.13 Contracting with an Educational Service Provider. Any entity that provides all or a substantial subset of all services necessary to operate and oversee the School's educational program on a fee basis and pursuant to a fee-based contract shall be known as an educational service provider ("**Educational Service Provider**") and the contract under which such services are provided shall be referred to as the management contract ("**Management Contract**"). Any other contractual arrangements, including but not limited to leases, subleases, lease-purchase agreements, credit facilities, loan agreements, promissory notes, negotiable instruments and other debt instruments, that are contemplated between the School Corporation on the one hand and the Educational Service Provider, its partners, parents, subsidiaries, agents and affiliates (including any entity that holds an economic interest in the Educational Service Provider) on the other shall be know collectively, together with the Management Contract, as ESP Contracts ("**ESP Contracts**"). The following requirements and provisions relating to Educational Service Providers, Management Contracts and ESP Contracts shall apply.

(a) The Trustees reserve the right to review and disapprove for good cause shown any and all ESP Contracts that the School seeks to execute or amend during the time that the Charter is in effect. Good cause shown includes but is in no way limited to a finding that the ESP Contract or ESP Contracts at issue do not, under the totality of the circumstances, allow the School Corporation effective and sufficient means to hold the Educational Service Provider accountable, including means to terminate the Educational Service Provider without placing the School Corporation's further existence in peril. The above terms are in addition to the requirements of paragraph 2.17 of the Charter Agreement.

(b) To facilitate the Trustees' rights of review and disapproval, the School Corporation shall provide the Trustees with any proposed ESP Contract (or proposed material amendment of an ESP Contract) not later than thirty (30) days prior to the proposed date of execution. In addition to the foregoing, prior to its first year of operation, and where no prior Management Contract has been in place, the School Corporation must submit the proposed Management Contract to the Trustees by no later than May 1 immediately preceding the start of the school year. When submitting an ESP Contract, the School Corporation must include a written opinion of the School Board's legal counsel stating that the ESP Contract has been reviewed by legal counsel to the School Board. Within thirty (30) days of receiving the proposed ESP Contract, the Trustees shall notify the School Board if the agreement is disapproved, except that the Trustees, at their discretion, may extend the review period an additional thirty (30) days. It is expressly understood that should the Trustees not disapprove an ESP Contract, the Trustees by such action are in no way endorsing or approving the contract, the fee arrangements if any or any other provisions contained therein.

(c) The School Corporation shall not enter into a Management Contract with any Educational Service Provider not identified as such in the Terms of Operation without receiving prior written approval from the Trustees.

(d) To the extent that the Terms of Operation contemplate that the School Corporation was to be operated with the assistance of an Educational Service Provider pursuant to a Management Contract, the School Corporation shall obtain the prior written approval of the Trustees prior to operating the School without such Educational Service Provider's assistance.

Notwithstanding the above, it is understood that circumstances may require the School Corporation to terminate a Management Contract and/or not renew a Management Contract and thereafter operate the School without the services of the Educational Service Provider identified in the Terms of Operation (or otherwise subsequently approved by the Trustees) prior to obtaining the permission of the Trustees. Where the Trustees determine, at their sole discretion, that such circumstances exist, and the School Corporation has made good faith efforts to timely inform the Trustees of the circumstances, the Trustees may waive the School Corporation's breach of the prior permission requirement and allow the School Corporation to seek permission *ex post facto*.

(e) Management Contracts shall set forth with particularity inter alia, the extent of the Educational Service Provider's participation in the organization, operation and governance of the School.

(f) To further and facilitate their review, the Trustees may require the School Corporation to submit together with any ESP Contract, additional information or assurances.

(g) Upon the execution of an ESP Contract, and any revision thereto, a copy of such contract or revised contract shall be promptly provided to the Trustees.

2.14 Student Transportation. The School Corporation shall meet the transportation needs of students ineligible for transportation pursuant to section 3635 of the Education Law only to the extent provided for in the Terms of Operation. The School Corporation may contract with a school district for the provision of supplemental transportation services to the School. All transportation provided by the School Corporation shall comply with all safety laws and regulations applicable to other public schools. Notwithstanding the above, the School Corporation's failure to provide such supplemental transportation as is contemplated in the Terms of Operation where such transportation was to be provided by contract with the school district, shall not be deemed a material or substantial violation of the Charter, where the School Corporation has attempted to negotiate such contract in good faith with the applicable school district. In such event, the Trustees may require the School Corporation to provide the contemplated supplemental transportation services by alternate means if such means would be reasonable under the circumstances.

2.15 Health Services. The School Corporation shall provide such health services as are set forth in the Terms of Operation or their equivalent, so long as the services provided meet applicable law.

2.16 Food Services. The School Corporation shall provide appropriate food services consistent with or equal to those outlined in the Terms of Operation.

2.17 Facility; Location. The building(s) in which the School is to be located shall be known as the school facility (the "**School Facility**"). Prior to May 15 of the year that the School intends to provide instruction for the first time, the School Corporation shall have:

(a) entered into a lease, purchase agreement or other such agreement which has been reviewed by counsel to the School Corporation. The School Corporation shall provide to the Trustees a letter from counsel attesting to such review prior to the May 15 deadline. The lease, purchase agreement or other such agreement shall provide the School with all rights and permissions as are necessary to operate as a school in the School Facility according to the plan set forth in the Terms of Operation (the "**Facility Agreement**"); and

(b) provided to the Trustees a copy of the Facility Agreement and a detailed schedule setting forth the steps necessary to make the School Facility ready for commencement of instruction, together with the dates upon which such steps will be completed (the "**Facility Completion Schedule**"). The Facility Completion Schedule shall indicate the permits and licenses required to be obtained prior to the School Corporation being legally able to operate the School in the School Facility (including but not limited to a certificate of occupancy) (collectively the "**Permits**") with the dates on which each such Permit shall be obtained, a detailed construction/renovation timeline (if applicable), which describes the work to be completed and the dates on which such work will be completed, and an updated and detailed budget for all costs associated with preparing the School Facility for occupancy.

In the event that a Facility Agreement is not in place by May 15 of the calendar year in which the School intends to first provide instruction, the School Corporation may not commence instruction until the start of the school year succeeding such scheduled start, subject, however, to having entered into a Facility Agreement and provided such agreement as well as the Facility Completion Schedule by May 15 of such succeeding year. Notwithstanding the immediately foregoing sentence, the Trustees may waive the restrictions contained therein upon good cause shown and extend the date upon which the Facility Agreement and Facility Completion Schedule would be otherwise due. In the event that the Trustees find, through their review of the Facility Completion Schedule, the Facility Agreement or any other inquiry and investigation, that it is unlikely that the School Facility will be completed and that all Permits will be obtained in time for the opening of the School on the School's scheduled opening date, the Trustees may require the School Corporation to delay commencement of instruction until the next academic year or such other date as the Trustees may designate. In the event that the Trustees require such delay, they shall provide their reasons in writing to the School Corporation by July 15 of the year in which the School is then scheduled to provide instruction. Pursuant to subdivision 2851(2)(j) of the Education Law, and notwithstanding any contrary provision of this paragraph, in the event that the Terms of Operation do not identify the School Facility, the School shall notify the Trustees and the Regents within ten (10) business days of the School Facility having been identified. The School Corporation shall take such actions as are necessary to ensure that the Facility Agreement and Permits are valid and in force at all times that the Charter is in effect.

2.18 Change in Location. The School may change the physical location of the School Facility or obtain additional buildings for the School Facility within the same school district or specified section thereof if so identified in the Terms of Operation (in the case of the New York City School District, the borough or specified section within the district if so identified in the Terms of Operation) or obtain additional space in a building it already occupies provided that the School Corporation satisfies the provisions of the Act, including but not limited to subdivision 2853(1)(b-1) of the Education Law, and provided further that:

(a) the School Corporation notifies the Trustees of the proposed change in location or addition of facilities not less than sixty (60) days prior to taking any final action in connection therewith and provides the Trustees with (i) a Facility Completion Schedule, (ii) a statement setting forth the material terms of the lease or purchase agreement, and (iii) a letter from legal counsel indicating that such counsel has reviewed such terms; and provided further that

(b) the Trustees do not issue a denial to the School Corporation within thirty (30) days of its receipt of such notification. The Trustees may issue a denial only for good cause. A failure to provide the Trustees with the notice and schedule required by this paragraph, together with all material terms regarding the lease and purchase of the new proposed facility, sixty (60) days prior to executing such agreement shall constitute good cause. Notwithstanding the immediately foregoing, the Trustees may shorten or otherwise waive the sixty (60) day notice requirement for good cause shown. A failure to obtain the permission of the Trustees as specified above shall cause any Facility Agreement entered into without such permission to be voidable at the discretion of the Trustees.

2.19 Monitoring Plan and Oversight. The School Corporation and the School Board acknowledge that the Trustees, or their authorized agents, and the Regents have the right to visit, examine into and inspect the School and its records. To permit the Trustees to fulfill this oversight function under the Act and ensure that the School is in compliance with all applicable laws and regulations and the terms and conditions of this Charter, the School Corporation agrees to abide by the monitoring plan that the Institute will implement (the "**Monitoring Plan**"), the requirements of which are set forth at Exhibit B.

SECTION 3. SPECIAL EDUCATION

3.1 Provision of Services. The School Corporation shall provide services and accommodations to students with disabilities as set forth in the Terms of Operation and in accordance with the Individuals with Disabilities Education Act (20 U.S.C. §1401 et seq.), the Americans with Disabilities Act (42 U.S.C. § 12101 et seq.) and section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §794) ("**Section 504**"), including providing services to attending students with disabilities in accordance with the individualized education program ("**Individualized Education Program**") recommended by the committee or subcommittee on special education of the student's school district of residence. Pursuant to subdivision 2853(4)(a) of the Education Law, the School shall provide such appropriate and required services either directly or by contract with another provider, and, to the extent not otherwise indicated in the Terms of Operation, the School Corporation may, elect to have certain services provided by a student's school district of residence. The School Corporation may seek reimbursement from a student's district of residence for special education and related services provided by the School Corporation, pursuant to a student Individualized Education Program or Section 504 plan, to the extent permitted under section 2856 of the Education Law.

3.2 Funding of Services. The School Corporation is authorized to receive from a local school district direct payment of any federal or state aid attributable to a student

with a disability attending the School in proportion to the level of services for such student with a disability that the School provides directly or indirectly.

SECTION 4. PERSONNEL

4.1 Status. The School Board shall employ and contract with necessary personnel. The School Corporation shall provide written notice to the Trustees within five (5) business days of the hiring or departure (by resignation or dismissal) of the director/principal of the School. The organizational structure of the School shall be consistent with the structure set forth in the Terms of Operation.

4.2 Personnel Policies; Staff Responsibilities. The School Corporation shall make available in written form its hiring and personnel policies and procedures, including the qualifications required by the School in the hiring of teachers, school administrators and other school employees as well as a description of staff responsibilities. Such policies and procedures shall be consistent with those set forth in the Terms of Operation.

4.3 Instructional Providers. The School Corporation shall employ or otherwise utilize in instructional positions only those individuals who are certified in accordance with the requirements applicable to other public schools, or who are otherwise qualified to teach under clauses (i)-(iv) of subdivision 2854(3)(a-1) of the Education Law and applicable federal law. For purposes of this section, "instructional positions" means all those positions involving duties and responsibilities that, if otherwise undertaken in the New York Public Schools, would require teacher certification. Teachers excepted from certification under clauses (i)-(iv) of subdivision 2854(3)(a-1) of the Education Law shall not in total comprise more than thirty percent (30%) of the instructional employees of the School, or five (5) teachers, whichever is less and shall have the qualifications required by state and federal law, including, but not limited to, those imposed under the No Child Left Behind Act of 2001. A teacher certified or otherwise approved by the Commissioner of Education of the State of New York (the "**Commissioner**") shall not be counted against these numerical limits.

4.4 Paraprofessionals. Paraprofessionals employed by the School Corporation must meet all credentialing requirements imposed by applicable federal law.

4.5 Background Checks; Fingerprinting. The School Corporation shall establish procedures for conducting background checks (including a check for a criminal record) of all employees (whether part or full time) of the School, as well as any individual who has regular access to the students enrolled in the school (including but not limited to employees and agents of any company or organization which is a party to a contract to provide services to the School) to the extent required by law. The School Corporation may, but is not required, to conduct any and all other background checks permitted by law.

4.6 Collective Bargaining. In the event that

(a) student enrollment at the School on the first day on which the

School commences instruction does not exceed two hundred fifty (250) or the average daily student enrollment of the School does not exceed two hundred fifty (250) at any point during the first year after the school commences instruction; or

(b) the Trustees have granted to the School Corporation a waiver pursuant to paragraph 2854(3)(b-1) of the Education Law and the School's enrollment exceeds two hundred fifty (250) at any point during the first year;

then employees of the School Corporation shall not be deemed members of any existing collective bargaining unit representing employees of the school district in which the School is located, and the School and its employees shall not be subject to any existing collective bargaining agreement between the school district and its employees. The School Corporation may, in its sole discretion, choose whether or not to offer the terms of any existing collective bargaining to school employees. If employees of the School Corporation are not represented by an existing collective bargaining unit, the School Corporation shall afford reasonable access to any employee organization during the reasonable proximate period before any representation question is raised. If the employee organization is a challenging organization, reasonable access shall be provided to any organization seeking to represent employees beginning with a date reasonably proximate to a challenge period.

4.7 Pension Payments. The employees of the School Corporation may be deemed employees of the local school district for the purpose of providing retirement benefits, including membership in the teachers' retirement system and other retirement systems open to employees of public schools. The financial contributions for such benefits shall be the responsibility of the School Corporation and its employees. Notwithstanding any contrary provision of the Charter, the parties shall abide by further regulations promulgated by the Commissioner, in consultation with the New York State Comptroller, to implement the provisions of this paragraph, including section 119.2 of Title 8 of the Official Compilation of Codes, Rules and Regulations of the State of New York.

SECTION 5. FINANCIAL OPERATIONS OF SCHOOL

5.1 Management and Financial Controls. The School Corporation shall at all times maintain appropriate governance and managerial procedures and financial controls. To better ensure this outcome from the School's commencement, the School Corporation shall provide a statement to the Trustees no later than sixty (60) days from the Effective Date concerning the status of management and financial controls (the "**Initial Statement**"). The Initial Statement must address whether the School Corporation has documented adequate controls relating to:

(a) Preparing financial statements in accordance with generally accepted accounting procedures;

(b) payroll procedures;

(c) accounting for contributions and grants;

(d) procedures for the creation and review of quarterly financial statements, which procedures shall specifically identify the individual who will be responsible for preparing and reviewing such financial statements; and

(e) appropriate internal financial controls and procedures.

The Initial Statement shall be reviewed and ratified by the School Board prior to its submission to the Trustees. The School Corporation shall thereafter retain an independent certified public accountant or independent certified public accounting firm licensed in New York State to perform an agreed-upon procedures engagement (the "**Independent Accountants' Report**") in accordance with attestation standards established by the American Institute of Certified Public Accountants. The purpose of the engagement will be to assist the School Board and the Trustees in evaluating the Initial Statement and the procedures, policies and practices established thereunder. The engagement shall commence within forty-five (45) days after the date on which the school has received and disbursed more than $50,000 in monies received from payments from school districts, under section 2856 of the Education Law, or from grants or other revenue sources. The resulting Independent Accountants' Report should be provided to the School Board no later forty-five days (45) after the commencement of such engagement with a copy to the Trustees. In the event that the Independent Accountants' Report reveals that any of the above management and financial controls (subparagraphs a-e of this paragraph) are not in place, the School Corporation shall remedy such deficiencies no later than forty-five (45) days from the date the Independent Accountants' Report was received by the School Board and shall provide to the Trustees within that forty-five (45) day period a statement that all deficiencies identified in the Independent Accountants' Report have been corrected. Such statement shall identify the steps undertaken to correct the identified deficiencies. The Trustees may require additional evidence to verify the correction of all such deficiencies.

5.2 Financial Statements; Interim Reports. All financial statements that the School Corporation is required to prepare shall be in accordance with generally accepted accounting principles then in effect for not-for-profit corporations. During its first year of operation, the School Corporation shall prepare and submit to the Trustees within forty-five (45) days of the end of each quarter of its fiscal year an unaudited statement of income and expenses for that preceding quarter in a form agreed upon by the Trustees and the School Corporation. The Trustees may by written request require submission of such statements in future years of the School's operation.

5.3 Audits. The School Corporation shall retain an independent certified public accountant or certified public accounting firm licensed in New York State to perform annually an audit of the School Corporation's annual financial statements. The independent audit of the School's financial statements must be performed in accordance with Generally Accepted Auditing Standards (GAAS) and Government Auditing Standards issued by the Comptroller General of the United States, as well as any additional requirements and guidelines provided by the Trustees. The audited financial statements must be submitted to the Trustees by November 1 of each year. In addition, and pursuant to the same timetable, the School Corporation must

require its independent certified public accountant to issue a report on compliance with laws, regulations, contracts and grants and on internal controls over financial reporting, based on their audit of the financial statements. The School Corporation must submit this report to the Trustees together with a corrective plan addressing any weaknesses or problems identified in the planning and performance of the audit. The corrective plan must address each suggestion for consideration of management contained in the compliance report and include a timetable that identifies the date by which each corrective step will have been completed. The School Corporation shall also conduct programmatic audits when and to the extent required of other public schools, with such audit being comparable in scope to those required of other public schools.

5.4 Fiscal Year. The fiscal year of the School Corporation shall begin on July 1 of each calendar year of the term of this Charter and shall end on June 30 of the subsequent calendar year.

5.5 Annual Budget and Cash Flow Projections. The School Corporation shall prepare and provide to the Trustees a copy of its annual budget and cash flow projection for each fiscal year by no later than June 30 of the immediately preceding fiscal year. The School Corporation shall provide its annual budget and cash flow projection for the first fiscal year in which it provides instruction by August 1 of such year in the event that the budget or projection differs in any material respect from that set forth in the Terms of Operation.

5.6 Maintenance of Corporate Status; Tax Exemptions. The School Corporation shall maintain its status as an education corporation. The School Board shall obtain federal tax-exempt status no later than one (1) year following the Effective Date, it being understood that the School Corporation shall not be in violation of this provision during such time as the application for federal tax-exempt status is pending, but only if such application was timely filed and such filing was materially complete. The School Corporation shall provide the Trustees with copies of all applications and filings relating to its seeking and maintaining its 501(c)(3) exempt status.

5.7. Insurance. The School Corporation shall, at its own expense, purchase and maintain the insurance coverage for liability, property loss, and the personal injury of students as is described in the Terms of Operation together with any other additional insurance that the School Corporation deems necessary. Such insurance policies shall be in effect by July 30 of the year in which the Charter is first effective, and, in the case of liability insurance, by such date or upon the first date that the School Corporation contracts with any employee, whichever date is earlier. The School Corporation shall provide the Trustees with certificates of insurance or other satisfactory proof evidencing coverage within five days (5) of the commencement of each such policy. All such insurance policies shall contain a provision requiring notice to the Trustees, at least (thirty) 30 days in advance, of any material change, nonrenewal or termination. Notwithstanding any provision to the contrary, the School Corporation shall take all steps necessary to comply with any additional regulations promulgated by the Commissioner and Superintendent of Insurance to implement subdivision 2851(2)(o) of the Education Law.

SECTION 6. REPORTS

6.1 Annual Reports. No later than August 1 succeeding a school year in which the school provided instruction (or received funding under section 2856 of the Education Law), the School Corporation, pursuant to subdivision 2857(2) of the Education Law, shall submit to the Trustees and the Regents an Annual Report setting forth the academic program and performance of the School for the preceding school year. The Annual Report shall be in such form as shall be prescribed by the Commissioner and shall include at least the following components:

(a) a report card, which shall be in such form and provide such data as set forth at section 119.3 of Title 8 of the Official Compilation of Codes, Rules and Regulations of the State of New York; and

(b) a discussion of the progress made towards achievement of the goals set forth in this Charter, including the Accountability Plan, and the Terms of Operation; and

(c) a certified financial statement setting forth, by appropriate categories, the revenues and expenditures for the preceding school year, including a copy of the most recent independent fiscal audit of the School Corporation.

In addition, as part of the Annual Report, the School Corporation shall provide the following information to the Trustees:

(d) a report on the progress of the School in meeting the goals and measures of the Accountability Plan during the last school year (the "**Accountability Plan Progress Report**"). The Accountability Plan Progress Report must contain data addressing each goal and measure in the Accountability Plan and should report data as required by the Trustees in order for the Trustees to substantiate outcomes. The Accountability Progress Report shall be prepared pursuant to any requirements set forth by the Trustees in the Annual Reporting Guidelines as such guidelines appear on the website of the Charter Schools Institute. To the extent permitted by the Regents, the Accountability Plan Progress Report may be submitted in satisfaction of the requirement set forth at paragraph 6.1(b) of this agreement. Should the Accountability Plan Progress Report indicate that the School has not met one or more of the goals in its Accountability Plan, the Trustees may require the School to submit a Corrective Plan pursuant to paragraph 8.3 of the Charter Agreement.

(e) the school calendar for the past as well as present school year, such calendar to be consistent with paragraph 2.7(b) of the Charter Agreement, setting forth the days and hours of operation for the regular school session as well as the summer session in the succeeding calendar year, if any is to be provided; and

(f) a statement of assurances relating to compliance with requirements under the Charter and applicable law, the form and requirements of which shall be determined by the Trustees and contained in the Annual Reporting Guidelines; and

(g) a School Board Trustee Disclosure Report for each School Trustee who served on the Board during the preceding year in such form and manner as prescribed by the Trustees and as contained in the Annual Reporting Guidelines; and

(h) a statement regarding rates of attrition for both students and teachers during the previous fiscal and school year, the form and requirements of which shall be determined by the Trustees and as contained in the Annual Reporting Guidelines; and

(i) a brief statement, as more fully described in the Annual Reporting Guidelines, setting forth changes to the School's educational program and mission as well as governing and organizational structures, during the previous fiscal and school year.

At its reasonable discretion, the Trustees may elect to require the School Corporation to provide other necessary supplements to the Annual Report.

6.2 Financial Reports. The School Corporation shall provide the financial reports required by paragraphs 5.1, 5.2, 5.3 and 5.5 of the Charter Agreement pursuant to the terms and dates specified therein.

SECTION 7. OTHER COVENANTS AND WARRANTIES

7.1 Compliance with Laws and Regulations. The School and School Corporation shall operate at all times in accordance with the Act and other applicable laws and shall meet the same health and safety, civil rights, and student assessment requirements as are applicable to other public schools, except as otherwise set forth in the Act.

7.2 Nonsectarian Status. The School shall be nonsectarian in its programs, admissions policies, employment practices and all other operations. The School Corporation shall not be wholly or in part under the control or direction of any religious denomination.

7.3 F.O.I.L. and Open Meetings Law. The School Corporation shall maintain and implement policies in order to ensure that it is in compliance with Articles Six and Seven of the Public Officers Law and all corresponding regulations.

7.4 Non-discrimination. The School Corporation shall not discriminate against any student, employee or any other person on the basis of ethnicity, national origin, gender, or disability or any other ground that would be unlawful if done by any other public school. It shall take all steps necessary to ensure that discrimination does not occur, as required by federal civil rights law.

7.5 Transactions with Affiliates. The School Corporation shall not, directly or indirectly, enter into or permit to exist any transaction (including the purchase, sale, lease or exchange of any property or the rendering of any service) with any affiliate of the School Corporation, any member past or present of the School Board or any employee past or present of the School Corporation, or any immediate family member of the foregoing individuals, unless the terms of such transaction (considering all the facts and circumstances) are no less favorable to the School Corporation than those that could be obtained at the time from a person that is not such an affiliate, member or employee or an individual related thereto.

SECTION 8. RENEWAL; CORRECTIVE PLANS; TERMINATION

8.1 Renewal Notice. No later than August 1 in the calendar year prior to expiration of the Charter, the School Corporation may provide to the Trustees an application to renew the Charter in accordance with subdivision 2851(4) of the Education Law (the "**Renewal Application**"). The Renewal Application shall contain:

(a) a report of the progress of the School in achieving the educational objectives set forth in the charter; and

(b) a detailed financial statement disclosing the cost of administration, instruction, and other spending categories for the School that will allow a comparison of such costs to other schools, both public and private; and

(c) copies of each of the Annual Reports of the School, including the School report cards and the certified financial statements; and

(d) evidence of parent and student satisfaction; and

(e) such other material and information as is required by the Trustees.

8.2 Approval or Denial of Renewal. The Trustees shall either approve or deny the application. In the event that renewal is not approved, then the parties to the Charter shall fulfill their respective obligations hereunder to the end of the term of this Charter, and the School shall follow the procedures for dissolution as set forth in subdivision 2851(2)(t) of the Education Law as supplemented by paragraph 8.6 of this Charter Agreement. In the event that the Renewal Application is granted, the Trustees, pursuant to subdivision 2851(4) and section 2852 of the Education Law, shall enter into a proposed charter with the School Corporation and forward the proposed charter and Renewal Application to the Regents. Nothing herein shall obligate the Trustees to approve a Renewal Application.

8.3 Corrective Plans. If the Trustees determine that the School Corporation is not progressing toward one or more of the performance or education goals set forth in the Charter, that the quality of the School's educational program or governance practices are not satisfactory, or that the School Corporation is not in compliance with the terms and conditions of the Charter, including but not limited to the requirements of the Charter Agreement and the Monitoring Plan, then the Trustees, in consultation with the School Corporation, may develop

and require the School Corporation to implement a corrective plan (the "**Corrective Plan**"). Nothing contained herein shall require the Trustees to undertake the development of a Corrective Plan or be in derogation of the Trustees' or the Regents' ability to revoke the Charter, place the School Corporation on probationary status, or initiate mandatory remedial action in accordance with the Act and paragraphs 8.4 and 8.5 of the Charter Agreement.

8.4 Grounds for Termination or Revocation. This Charter may be terminated and revoked:

(a) by the Trustees or the Regents in accordance with section 2855 of the Education Law; or

(b) by mutual agreement of the parties hereto.

8.5 Notice and Procedures. Should the Trustees determine that one of the grounds for termination or revocation of the Charter has occurred or is occurring, the Trustees may, at their discretion, elect as follows:

(a) to terminate the Charter; or

(b) to place the School on probationary status and prepare and cause the School to implement a remedial action plan the terms and conditions of which the School must agree to abide by in all respects.

Should the Trustees elect to terminate the Charter, notice of such shall be provided to the School Board at least thirty (30) days prior to the effective date of the proposed termination. Such notice shall include a statement of reasons for the proposed termination. Prior to termination of the Charter, the School shall be provided an opportunity to be heard and present evidence in opposition to termination. Should the Trustees elect to place the School on probationary status, such probation shall be effective upon notice to the School Corporation. In the event that the School is placed on probationary status, and does not abide by the terms and conditions of the remedial action plan to the satisfaction of the Trustees, or refuses to implement such plan, the Trustees may declare the Charter terminated with notice of such decision to be given to the School Board at least five (5) days prior to the termination date set by the Trustees.

8.6 Dissolution. In the event of termination of the Charter (whether prematurely or otherwise), the School Corporation shall follow procedures consistent with those set forth in the Terms of Operation, as required by subdivision 2851(2)(t) of the Education Law, for the transfer of students and student records to the school district in which the School is located and for the disposition of the School Corporation's assets to the school district in which the School is located or another charter school located within the school district. In addition, in case of such an event, the School Corporation will follow any additional procedures required by the Trustees or the Regents to ensure an orderly dissolution process. The Trustees may require the creation of an escrow account for the purposes of dissolution in an amount to be determined but not to exceed $25,000 and may require such account to be established pursuant to terms and conditions determined by them.

SECTION 9. MISCELLANEOUS

9.1 Disclaimer of Liability. The parties acknowledge that the School Corporation is not operating as the agent, or under the direction and control, of the Charter Schools Institute, the Trustees or the Regents except as required by law or this Charter, and that none of the Charter Schools Institute, the Trustees or the Regents assumes any liability for any loss or injury resulting from:

(a) the acts and omissions of the School Corporation, its directors, trustees, agents or employees; or

(b) the use and occupancy of the building or buildings, occupied by the School Corporation, or any matter in connection with the condition of such building or buildings; or

(c) any debt or contractual obligation incurred by the School Corporation.

The School Corporation acknowledges that it is without authority to extend the faith and credit of the Charter Schools Institute, the Trustees, the Regents or the public schools to any third party.

9.2 Receipt of Summons and/or Complaint. The School Corporation shall provide written notice to the Trustees within five (5) business days of the receipt of a summons and/or complaint in which either the School Corporation or any member of the School Board (acting in his or her capacity as a member of the School Board) is a named party to the action.

9.3 Governing Law. This Charter shall be governed by, subject to and construed under the laws of the State of New York without regard to its conflicts of laws provisions.

9.4 Waiver. No waiver of any breach of this Charter shall be held as a waiver of any other or subsequent breach.

9.5 Counterparts; Signature by Facsimile. This Charter may be signed in counterparts, which shall together constitute the original Charter. Signatures received by facsimile by either of the parties shall have the same effect as original signatures.

9.6 Terms and Conditions of Operation. The parties hereto expressly agree that the Terms of Operation set forth overall goals, standards and general operational policies of the School, and that the Terms of Operation are not a complete statement of each detail of the School's operation. To the extent that the School Corporation desires to implement specific policies, procedures or other specific terms of operation that supplement or otherwise differ from those set forth in the Terms of Operation, the School Corporation shall be permitted to implement such policies, procedures, and specific terms of operation without seeking the permission of the Trustees or a revision to the Charter, provided that such policies, procedures

and terms of operation and any changes thereto are not otherwise prohibited, circumscribed or limited by the Act, other applicable law or the Charter. Where there is a conflict between the terms of the Charter Agreement and the Terms of Operation, the terms of the Charter Agreement shall govern. Where a provision of the Charter Agreement provides additional terms or conditions as to modifying a specific policy, provision or term of operation, such specific terms and conditions shall govern. Where a provision of the Additional Assurances and Terms conflicts with the Terms of Operation or the Charter Agreement such provision of the Additional Assurances and Terms shall govern.

9.7 Revision. This Charter may be revised only by written consent of the parties hereto and, in the case of material revisions, only pursuant to subdivision 2852(7) of the Education Law.

9.8 Assignment. This Charter may not be assigned or delegated by the Applicant(s) under any circumstances, it being expressly understood that the Charter granted hereby runs solely and exclusively to the benefit of the School Corporation.

9.9 Notices. Any notice, demand, request or submission from one party to any other party or parties hereunder shall be deemed to have been sufficiently given or served for all purposes if and as of the date, it is delivered by hand, overnight courier, facsimile (with confirmation) or within three (3) business days of being sent by registered or certified mail, postage prepaid, to the parties at the following addresses:

If to the School Corporation:

With a copy to:

If to the Trustees:

Compliance Desk
Charter Schools Institute
74 North Pearl Street, 4th Floor
Albany, New York 12207

9.10 Severability. In the event that any provision of this Charter or the Terms of Operation thereof to any person or in any circumstances shall be determined to be invalid, unlawful, or unenforceable to any extent, the remainder of this Charter and the application of such provision to persons or circumstances other than those as to which it is determined to be invalid, unlawful or unenforceable, shall not be affected thereby, and each remaining provision of this Charter shall continue to be valid and may be enforced to the fullest extent permitted by law.

9.11 Entire Charter. The Charter supersedes and replaces any and all prior agreements and understandings between the Trustees and the Applicant(s). To the extent that any conflict or incompatibility exists between the Terms of Operation and the other terms of this Charter, such other terms of this Charter shall control.

9.12 Construction. This Charter shall be construed fairly as to both parties and not in favor of or against either party, regardless of which party prepared the Charter.

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BOARD OF TRUSTEES OF THE
STATE UNIVERSITY OF NEW YORK

7/12/04
Date

By: James D. Merriman IV, acting for the Board of Trustees of the State University of New York

Title: Executive Director, Charter Schools Institute, State University of New York

HARLEM LINK CHARTER SCHOOL

7/9/04
Date

By: Steven Evangelista

Title: Applicant

7/9/04
Date

By: MARGARET RYAN

Title: Applicant

EXHIBIT A

TERMS OF OPERATION

EXHIBIT B

MONITORING PLAN

Monitoring Plan

As provided in Paragraph 2.19 of the Charter Agreement, the School Corporation agrees to abide by a Monitoring Plan, the general components of which are set forth below. The requirements of the Monitoring Plan are in addition to any notification, record-keeping, or reporting requirements set forth in the Charter or applicable law, including any obligation to receive the written approval of the Trustees and/or to seek approval for revision of the Charter pursuant to subdivision 2852(7) of the Education Law.

A. The School Corporation shall maintain the following records in its offices for inspection by the Trustees and the Regents:

1. Records concerning the enrollment and admissions process including all applications received and documents concerning the lottery process if conducted;

2. Student academic and health records;

3. Attendance records for students, including withdrawals of students from the school;

4. Individual Education Programs for children with disabilities enrolled in the school;

5. Staff rosters, including records of hiring, resignation, and termination of employees of the School Corporation;

6. Evidence of credentials for all teachers;

7. Evidence that required background checks, if any, have been conducted;

8. Certificates of occupancy;

9. Other facility-related certifications or permits;

10. Lease agreements;

11. Deeds;

12. Loan documents;

13. Contracts in excess of $1,000;

14. School policies in areas such as financial management, personnel, student discipline (including suspension and expulsion), health and safety, student privacy and transportation;

15. Grievances made by students, parents, teachers, and other employees of the School Corporation, including, but not limited to, complaints received by the School Board pursuant to subdivision 2855(4) of the Education Law, together with documentation of all actions taken in response;

16. Inventory of all assets of the School Corporation that have been purchased with public funds; and

17. Documents sufficient to substantiate the School's progress on the measurable goals set forth in the Accountability Plan.

B. To corroborate information submitted by the School Corporation to the Trustees, and in order to ensure the School Corporation's full compliance with the Act and the Charter, the Trustees will:

1. Make at least two visits to the School in its first year of operation. Such visits may include an inspection of the physical plant, all categories of records set forth in subsection A of the Monitoring Plan, interviews with the director of the school and other personnel, and observation of instructional methods. Where appropriate, such visits will decrease in frequency after the first year of operation;

2. Make unannounced visits to the School;

3. Require the School to make available necessary information in response to the Trustees' inquiries, including information necessary for the Trustees to prepare annual or semi-annual evaluations of the School's financial operations, academic program, future outlook and other areas;

4. Conduct internal investigations as appropriate in response to (i) concerns raised by students, parents, employees, local school districts and other individuals or groups, including but not limited to, complaints brought pursuant to subdivision 2855(4) of the Education Law. Where appropriate, the Trustees shall issue remedial orders as permitted by subdivision 2855(4) of the Education Law;

5. Review as necessary the school's operations to determine whether any changes in such operations require formal revision of the charter pursuant to subdivision 2852(7) of the Education Law and, if so, determine whether such revision should be recommended for approval; and

6. Encourage relevant officers, employees and agents of the School Corporation to attend conferences, seminars and training sessions identified or sponsored by the Trustees and which are designed to assist the School Corporation to fulfill its mission.

C. The School Board shall provide the Trustees with a copy of all minutes from each of its meetings and executive sessions on a timely basis.

EXHIBIT C

ACCOUNTABILITY PLAN

[PLAN TO BE DEVELOPED]

EXHIBIT D

ADDITIONAL ASSURANCES AND TERMS

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EXHIBIT E

PRIOR ACTION VISIT PROTOCOL
AND
CHECKLIST

Prior Action Visit Protocol

Prior to the Trustees authorizing the School Corporation to commence operations, the School Corporation must demonstrate that it has completed the Prior Actions required of it. As set forth at paragraph 1.3 of this Charter Agreement, the Prior Actions are in addition to any other requirements imposed by the Act or the Charter. A checklist of the Prior Actions that need to be taken by the School Corporation are set forth below (the "Prior Action Checklist").

By or before August 1 of the year in which the School Corporation is first scheduled to commence instruction (or, if the School is scheduled to provide instruction prior to that date, by such date as required by the Trustees), the School Corporation shall provide to the Trustees for each item on the Prior Action Checklist an indication of whether such item has been completed as of such date. For each item not then completed, the School Corporation shall provide a status report and indicate the date on which such item shall have been completed.

The Trustees will visit the School Building for an inspection and review prior to the time that the School is scheduled to commence instruction (the "Pre-Opening Review"). The Pre-Opening Review will occur, at the earliest, fifteen days prior to such date. The Pre-Opening Review will be structured according to the checklist set forth below. The School Corporation shall have available for review by the Trustees all documents necessary to confirm the completion of each item required.

PRIOR ACTION CHECKLIST

School Name _____ Evaluator's Name _____ Date _____

GOVERNANCE AND MANAGEMENT

Satisfactorily Completed	Item	*Comments*	*Date Completed*
	The Board of Trustees has been established.		
	A permanent head of the school has been named.		
	Other key leadership roles in the school are filled, or adequately covered.		
	By-laws ratified.		
	Management contract executed.		

STAFFING

Satisfactorily Completed	Item	Comments	Date Completed
	The number of teachers is adequate and their assignments match the staffing plan.		
	Teachers are certified in accordance with Section 2854(a-1) of the Charter Law.		
	There is documentation that required background checks for all staff have been completed.		

CURRICULUM AND INSTRUCTION

Satisfactorily Completed	Item	Comments	Date Completed
	Needed instructional materials and supplies have been distributed to classrooms at every grade level.		
	A school calendar and class schedules exist and provisions have been made for them to be available to every student and every family.		
	Provisions have been made for assessing and serving students with special needs.		
	The school is prepared to provide instruction in each approved grade and only in such grades.		

STUDENTS AND PARENTS

Satisfactorily Completed	Item	Comments	Date Completed
	Parent and student orientation is completed or scheduled.		
	Student enrollment procedures have been documented and a student roster is available to teachers.		
	Student records have been received or requested and are/will be available to teachers for planning.		
	A preliminary count of students with special needs is available.		
	Student policies (including suspension and expulsion policies) have been established and are available to students and parents in written form.		
	Procedures, including security procedures, are in place for creating, storing and using student academic, attendance, and discipline records.		

FACILITIES, FURNISHINGS AND EQUIPMENT

Satisfactorily Completed	Item	Comments	Date Completed
	Available space (including classrooms, restrooms, and special purpose space) meets the requirements of the program and the number of students enrolled.		
	Space is accessible, clean, and well-lighted.		
	A certificate of occupancy is on file.		
	Certificates of insurance are on file, meeting at least the minimum levels required by the Charter Schools Act.		
	Space is safe and secure; entrance and egress from the school's space is adequately controlled.		

ACCOUNTABILITY

Satisfactorily Completed	Item	Comments	Date Completed
	There is a staff person who is assigned the responsibility for accountability.		

OTHER

Satisfactorily Completed	Item	Comments	Date Completed

Charter Schools Unit
295
JUL 0 2 2004

Harlem Link Charter School

LINKING ACADEMICS, VALUES AND COMMUNITY

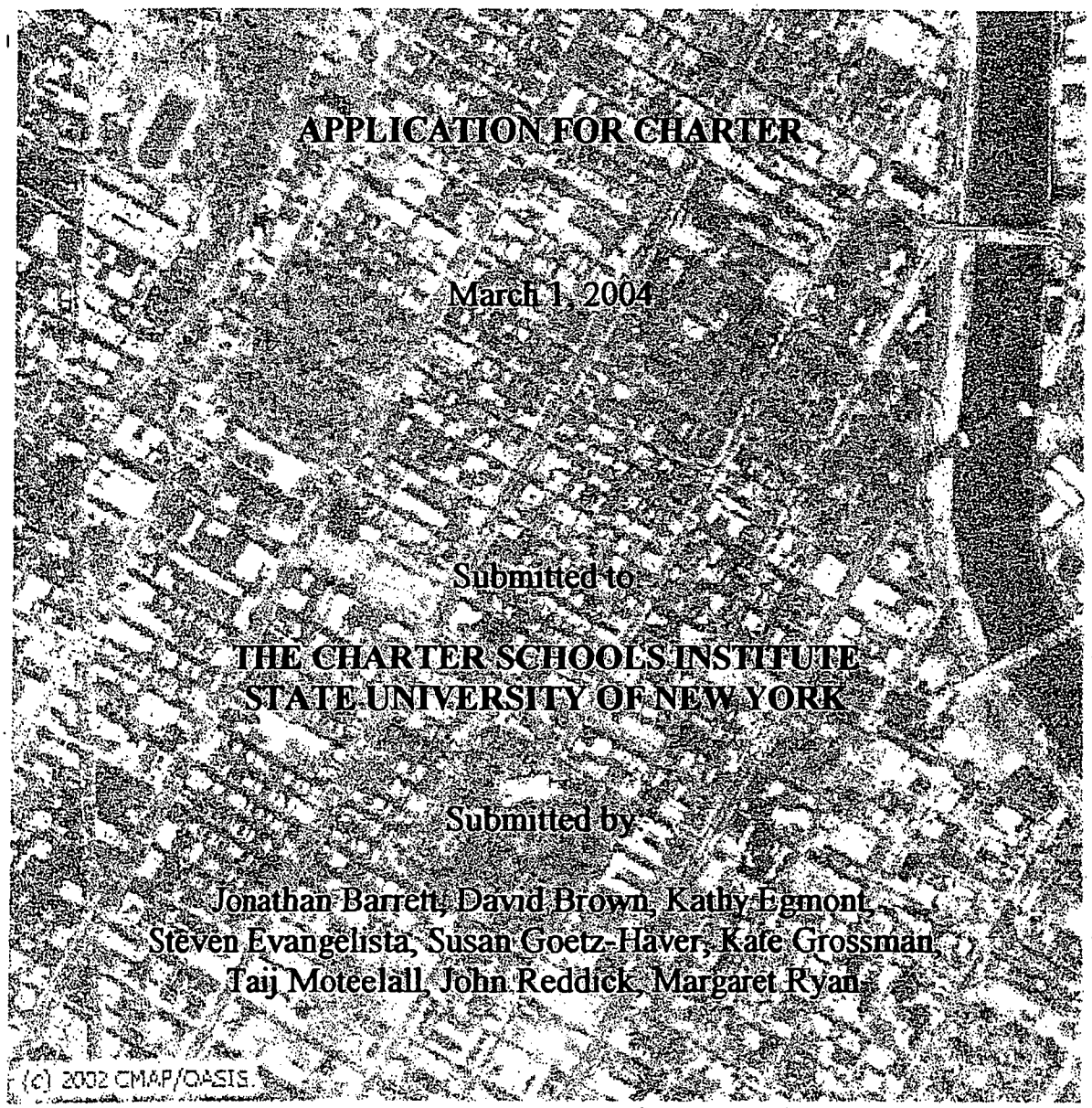

Photo courtesy of Open Accessible Space Information System (OASIS) of New York City

APPLICATION FOR CHARTER

March 1, 2004

Submitted to

THE CHARTER SCHOOLS INSTITUTE
STATE UNIVERSITY OF NEW YORK

Submitted by

Jonathan Barrett, David Brown, Kathy Egmont,
Steven Evangelista, Susan Goetz-Haver, Kate Grossman,
Taij Moteelall, John Reddick, Margaret Ryan

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Charter Schools Institute

Volume I: Attachments

CHARTER SCHOOL APPLICATION

TRANSMITTAL FORM AND COVER SHEET

Working Name of Charter School: Harlem Link Charter School

Applicant Contact: Steven Evangelista *Print or type name* Steven Evangelista *Signature*

APPLICANT CONTACT INFORMATION

Mailing Address: [redacted], New York, [redacted]

Telephone: [redacted]

Facsimile: [redacted]

E-mail: [redacted]

Management Company *(if any)*: Not Applicable

Partner Organization *(if any)*: Not Applicable

Contact *(name/phone #)*: Not Applicable

SCHOOL SUMMARY

First year grade levels to be served: Kindergarten, First Grade

First year targeted enrollment: 108

Location *(school district)*: New York City (District 5, Region 10)

COMPLETED APPLICATIONS MUST BE SUBMITTED TO:

Charter Schools Institute
State University of New York
74 North Pearl Street, 4th Floor, Albany, NY 12207
Telephone: 518-433-8277; Facsimile 518-427-6510
E-mail: charters@sysadm.suny.edu

FOR OFFICE USE ONLY: 2004-155

Received By: JES

Date Received: 3/1/04

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Harlem Link Charter School

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Harlem Link Charter School

Application to the State University of New York
Charter Schools Institute
March 1, 2004

Volume I: Attachments

Harlem Link Charter School

LINKING ACADEMICS, VALUES AND COMMUNITY

Section I

ESTABLISHMENT & SCHOOL DESIGN

1. Name of the Proposed Charter School

Provide the name of the proposed charter school.

The name of the proposed charter school is Harlem Link Charter School.

2. Applicant Information

Provide the name of each applicant. If you are applying as a single applicant, include your home address, telephone number(s) (home and office), facsimile number and email address. If there is more than one applicant, you must then designate one applicant as the contact person for the application and provide background information for each applicant, including whether he or she is a teacher, parent, school administrator, and/or community resident and if he or she would be a member of the charter school's board of trustees.

The two lead applicants are Steven Evangelista and Margaret Ryan. Both applicants are teachers and community residents and would serve as ex-oficio, non-voting members of the Board of Trustees. In addition, Mr. Evangelista would be the Co-Director for Operations and Ms. Ryan would be the Co-Director for Instruction. Mr. Evangelista has been designated as the contact person for the application. His contact information is below, followed by background information for each lead applicant.

Steven Evangelista
[redacted]
New York, [redacted]
[redacted] (home and office)
(718) 667-1181 (facsimile)

Mr. Evangelista began working in public education in 1998, when he became a Teach For America Corps Member. He has taught as a lead teacher in Harlem in the third through fifth grades, and served in several leadership roles, including School Leadership Team service and writing grants to begin and extend community gardens at two school sites. He has also served as a consultant to SchoolStart, a national non-profit that provides organizational and planning support to educators, families and communities interested in launching charter schools. Mr. Evangelista received a BA from Georgetown University and an MS.Ed. from Bank Street College of Education where he completed an independent study on a rationale for an urban charter school. He is presently a Fellow in the Building Excellent Schools program, living in New York City. His resume follows.

Ms. Ryan began her career in public education in 1997, when she relocated to New York City as a Teach For America Corps Member in the South Bronx. Over the course of her six years as a lead teacher, Ms. Ryan has been an English Language Arts middle school teacher and a fifth and third grade classroom teacher, with three years of her tenure in an elementary school in Central Harlem. Ms. Ryan's leadership roles include co-chairing the School Leadership Team, acting as a cooperating teacher to student teachers from Bank Street College of Education, and being a selector for the New York City Teaching Fellows. Ms. Ryan received a BA from Marist College and an MS.Ed. from Bank Street College of Education. She is presently a Fellow in the Building Excellent Schools program, living in New York City. Ms. Ryan's resume follows.

REDACTED

STEVEN EVANGELISTA
[redacted]; New York, [redacted]

Recent Work Experience

Building Excellent Schools Fellowship, Boston, MA
Fellow, May 2003-Present
Receive training in development of charter school proposal. Meet deliverables deadlines set by qualified consultants. Observe and work in model charter schools. Learn about education design, board development, finance, fundraising, facilities, leadership.

Gwendolyn Powell Brown Computer School, P.S. 242M, District 3, New York City
Teacher, September 2001 – June 2003
Fifth Grade teacher, 2001-2003
After-School Garden teacher, 2002-2003
Received grants to found community garden at school site.
School Leadership Team, 2001-2003
Member, 2001-2002, Technology Committee
Recorder, 2002-2003
License: Preparatory Provisional Service
Permanent state certification: K-6

Jacob H. Schiff School, P.S. 192M, District 6, New York City
Teacher, September 1998 – June 2001
Third Grade teacher, 1999-2001
After-School teacher, Third Grade, 1999-2001
Science cluster teacher, Grades K-5, 1998-1999
After-School teacher, Fourth Grade Inclusion, 1998-1999
Lead Teacher, Garden Committee
Received grants for materials and technical assistance.
Ran volunteer summer children's gardening program.

SchoolStart, Minneapolis, MN
Consultant, October 2000 – June 2001
Consulted in New York City to expanding non-profit charter school incubator.

Education

Bank Street College, New York, NY
January, 2000 – July, 2001
Masters of Science, Education, July 2001, GPA: 3.92
Masters Thesis topic: Rationale for an Urban Charter School
Teacher Recruitment Initiative (TRI)/Teach For America (TFA), Cohort 1.
Universidad Autonoma de Santo Domingo, Santo Domingo, DR
July – August, 1999
History, Culture and Art of the Dominican Republic (in Spanish)

REDACTED

Education con't

Georgetown University, Washington, DC
August 1994 – May 1998

Bachelor of Arts, Psychology, May 1998.
GPA: 3.125. GPA in major: 3.48
Volunteer and leadership experience in student life, urban issues.

Hunter College High School, New York, NY
September 1988 – June 1994

Volunteer experience in Mount Sinai Medical Center psychiatric unit.

Recognition

- *"Garden Care" Award,* December 2000; school principal-awarded plaque
- *Nomination, Lambert H. Spronck Medal,* Georgetown University
- *Georgetown's 15 Most Prominent Students*, Georgetown Voice, Dec. 1997
- *Lena Landegger Service Award,* April 1996; community service scholarship
- *Nomination, Student Volunteer of the Year*, April 1995; student award

Certification:

New York State Permanent license
New York City CPT license

Affiliation:

Teach for America, New York, New York
1998 - 2000

Corps Member

Skills

Language: nearly fluent in Spanish, conversational in Italian
Extensive knowledge of computer software for word processing, spreadsheets, databases and presentation.

Margaret E. Ryan
[redacted] New York, [redacted]

Experience:

Building Excellent Schools Fellowship, Boston, MA
Fellow, May 2003-Present
Receive training in development of charter school proposal. Meet deliverables deadlines set by qualified consultants. Observe and work in model charter schools. Learn about education design, board development, finance, fundraising, facilities, leadership.

Gwendolyn Powell Brown Computer School, PS 242, District 3, New York, New York
Fifth Grade Common Branch Teacher, September 2000 - June 2002
Third Grade Common Branch Teacher, September 2002 – June 2003

Service within school:
School Leadership Team (SLT) 2001-2002
Co-chair of SLT September 2002 – June 2003
School Based Option Teacher Selection Committee 2000-2001
5th Grade Team Leader 2001-2002
Liaison for PS 242 and Bank Street's technology projects 2001- 2003
Cooperating Teacher to two Bank Street College graduate students October 2001-May 2002

New York Teaching Fellows, New York, New York
Selector, July 2000 and October 2002- May 2003
Interviewed prospective candidates for the Teaching Fellows though a process that included critiquing each candidate's sample teaching lesson, observing each prospective applicant in a discussion group focusing on an education issue and interviewing each candidate. Selection was based upon standardized ratings of candidates in particular areas of strength.

Authors Academy, PS 63, District 85, Bronx, New York
Fifth Grade Common Branch Teacher, September 1999 - June 2000

Arturo Toscannini Junior High School, C.J.H.S. 145X, District 9, Bronx, New York
Seventh Grade Language Arts Teacher September 1997 - June 1998
Eighth Grade Language Arts Teacher September 1998 - June 1999

Service within school:
Served on technology and curriculum development committees 1998-1999
Co-taught an after school drama club 1998-1999.

REDACTED

The Nature Conservancy, New York, New York
Summer Mentor, July 1999
Mentored three high school students from the High School of Environmental Science in Manhattan. For the month of July the group lived at Rensselaer Polytechnic Institute in Troy, New York while stewarding land owned by the Conservancy in the Eastern New York region and Vermont. Organized activities and college visits for the students on the weekends.

Massachusetts Institute of Technology, Boston MA
Undergraduate Office of Student Affairs.
Staff Assistant, October 1995 - June 1997

Education:
Bank Street Graduate School of Education, New York, New York
Masters of Elementary Education K-6, July 2001, GPA 3.83
Masters Thesis topic: Enriching literacy through digital video projects
Teacher Recruitment Initiative (TRI)/Teach For America (TFA) Cohort 1.

Marist College, Poughkeepsie, NY
Bachelor of Arts Degree, May 1995, GPA 3.16
Major: English Literature, GPA 3.03; Minor: Psychology

Trinity College, Dublin, Ireland
Year Abroad 1993-1994; Studies in English/Irish Literature and Moral Philosophy

Certification:
New York State Permanent license
New York City CPT license

Affiliation:
Teach for America, New York, New York
Corps Member 1997 - 1999
As a corps member served on Corps Member Advisory Committee (CMAC), attended annual professional development conferences in Baltimore and Washington D.C., and facilitated a workshop to 1999 New Jersey Corps members, which focused on classroom observations as an essential component of a teacher's professional growth.

3. Anticipated Opening Date

Provide the anticipated opening date for the charter school (month/year).

The anticipated opening date for the charter school is September, 2005. If chartered, Harlem Link will use the first year, 2004-2005, as a planning year.

4. Requested Term of Charter

Provide the requested initial term of the charter, which in no case is to exceed 5 years.

Harlem Link is requesting a 5-year term for its charter.

5. Student Enrollment

Provide for each year of the charter that you are seeking, the grades that the school would serve, the number of students to be served in each grade, the number of children expected in each class, and the total number of enrolled students. If providing a kindergarten, please indicate the minimum age that the school would require a child to have attained to be eligible for enrollment.

The table below shows the expected enrollment for Harlem Link over the five-year charter period. Each grade at the school will have approximately fifty-four students with twenty-seven students in each class. However, the actual number of students will vary depending on attrition rates, student retention, facilities and staffing constraints. In no case will Harlem Link's enrollment exceed thirty students in any one class. The table illustrates the break down of the school by grade for each year from 2004-2009.

Table 1:Harlem Link's expected school growth

Grades	2004-05	2005-06	2006-07	2007-08	2008-09
K	PLANNING YEAR	54	54	54	54
1		54	54	54	54
2			54	54	54
3				54	54
4					54
Total	**0**	**108**	**162**	**216**	**270**

Since Harlem Link will offer kindergarten, any child who will turn five on or before December 1 of the year he or she is seeking to enter kindergarten will be eligible to enter the student lottery.

6. Enrollment Rationale

Provide the rationale for choosing to serve the grades and number of students in each grade and in the school as a whole. In addition, if you are planning to add grades or expand enrollment in the second or subsequent years of your charter, please explain the rationale for your growth plan.

Harlem Link will begin with two kindergarten and two first grade classrooms with approximately 27 students per class. In subsequent years the school will add two more kindergarten classes until the end of the charter in 2008-2009, when the school will have approximately 270 students in grades K-4. The school is planning on expanding to K-8 in the same manner during a second charter, reaching a total of approximately 486 students by 2012-2013. There are four main reasons for starting and expanding in this way, centering on academics, school culture and institutional stability.

Firstly, small school size and low student to teacher ratio mean that teachers will know students and families personally, making the notion of adult responsibility for student achievement much stronger. There is a large and growing body of studies showing that small schools are safer and better support children's learning than large schools, notably Nathan and Febery's (2001) exposition of 22 public school buildings that hosted small schools[1] and a landmark study of 150 small schools in Chicago by Wasley et al. (2000)[2]. While class sizes in Harlem's public schools are once again on the rise due to current reforms after past initiatives to lower them, Harlem Link will be accountable to its charter, which places an upper limit on the number of children in each class and in the school.

While beneficial, small school and class size are not enough. Starting with early learners and beginning to address their needs prior to second grade is necessary to fully achieve Harlem Link's mission. Consistent with the intention of charter schools legislation to address the needs of learners at risk for academic failure, the founding team of Harlem Link is expecting to enroll many children who have not had a great deal of exposure to letters, words, books and numbers during the years before entering school. When schools do not address these issues in the early grades, they are laying the groundwork for academic failure. With a strong curriculum focused on individual attention to student needs and consistent professional development for teachers, Harlem Link will ensure that children who enter the school at-risk will build the necessary foundation for success.

Support for learning comes in many forms, and school culture is one of the most important. In order to cultivate a powerful culture where learning is valued and children are cared for, Harlem Link will admit full classes only in kindergarten after the first year. Students will become experts in the school's routines and behavioral expectations, including social norms involving conflict resolution, making for a peaceful climate that allows learning to flourish. In contrast, disorder contributed to the dissolution of P.S. 113

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[1] Nathan, Joe & Febey, Karen (2001). *Smaller, safer, saner, successful schools.* Washington, DC: National Clearinghouse for Educational Facilities. Retrieved from the World Wide Web on August 7, 2003 from: http://www.edfacilities.org/pubs/saneschools.pdf

[2] Wasley, P., M. Fine, M. Gladden, N. Holland, S. King, E. Mosak, & L. Powell (2000). Small schools: great strides. A study of new Small Schools in Chicago. New York: Bank Street College of Education

and P.S. 144 in Harlem, whose students were integrated into other schools in 1999 and 2001, respectively.

Finally, Harlem Link seeks to start small in order to establish a strong financial and academic record. The challenge of starting an excellent charter school is a great one, and beginning with only two early childhood grades and an operating budget less than one-fourth its eventual size will ease this burden. As any new organization does, Harlem Link will make mistakes, but starting small with only two grades will allow the school time to build in systems to learn from errors while they are still small scale.

7.(a) Simultaneous Submission

Indicate whether you have submitted a substantially similar application to another charter entity simultaneous with submission to this application. If so, provide the name of the charter entity, the date the application was submitted, and the status of the application.

The founders of Harlem Link have not submitted any application to other charter entities.

7.(b) Previous Submission

If you have previously applied for a charter from another charter entity and it was denied provide a copy of the letter from the charter entity stating the reasons the application was denied.

This Request does not apply since the founders of Harlem Link have not previously submitted an application for a charter.

8. Partner Organization

If you are filing the application in conjunction with a college, university, museum, educational institution, or a not-for-profit corporation with 501 (c) 3 status under the Internal Revenue Code, please provide the information below for each such entity. If, on the other hand, you are filing this application in conjunction with a for-profit entity or a not-for-profit management company, and you are not applying in conjunction with any other of the entities described above, you may indicate that Request No. 8 is not applicable and proceed directly to Request No. 9 If you are not filing in conjunction with any entity, please so indicate in your responses to Requests Nos. 8 and 9 and proceed to Request No. 10.

- **name of the organization;**
- **a letter of intent or commitment from a bona fide representative of the partner organization indicating that the organization is undertaking the partnership and the terms and extent of the undertaking;**
- **the name of a contact person for the partner organization;**
- **the address, phone number, facsimile number, and e-mail of such contact person for the partner organization; and**
- **a description of the nature and purpose of the school's partnerships with the organization.**

Harlem Link is not applying in conjunction with any partner entity.

9.(a) Management Company Term Sheet

If the charter school would be established in conjunction with a for-profit entity (including but not limited to a management company) or non-profit management company, then please provide the name of such entity and specify the extent of the entity's participation in the management and operation of the school. As part of such discussion, please include the following:

• a term sheet indicating at a minimum, the fees to be paid by the proposed school to the management company, the length of the proposed contract, the terms of the contract's renewal and all provisions for termination; and

• copy of the last two contracts that the management company has executed with operating charter schools (in new York or other states) and, if applicable, the status of those charter schools' application for tax-exempt status under section 501 (C) 3 if the Internal Revenue Code;

Harlem Link is not applying in conjunction with a management company.

9.(b) Selection of Management Company

Please explain how and why the for-profit entity or non-profit management company was selected.

Harlem Link is not applying in conjunction with a management company.

Harlem Link Charter School

LINKING ACADEMICS, VALUES AND COMMUNITY

Section II

SCHOOL MISSION AND SUMMARY

10. Mission Statement

Develop and attach the mission statement for the proposed charter school.

Harlem Link Charter School, a K-4 public school, links academics, values and community to graduate **articulate scholars** who will meet or exceed New York State Performance Standards and **active citizens** who learn and serve in their communities. Families, staff and community join together to provide a safe, supportive learning environment that empowers students to take an active role in their learning and demonstrate good character.

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11. Executive Summary

Provide an "Executive Summary" for the proposed charter school.

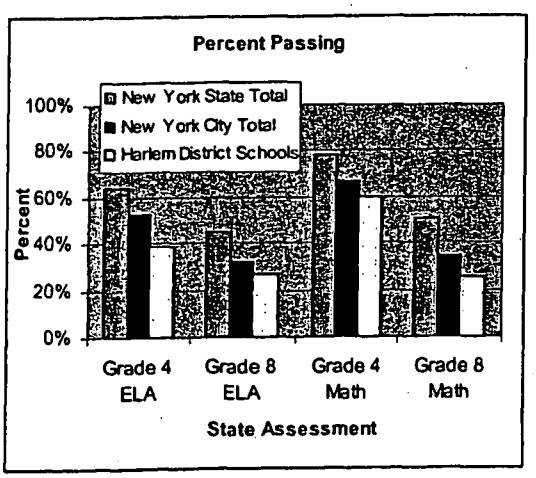
Background: Academic Opportunities and Harlem

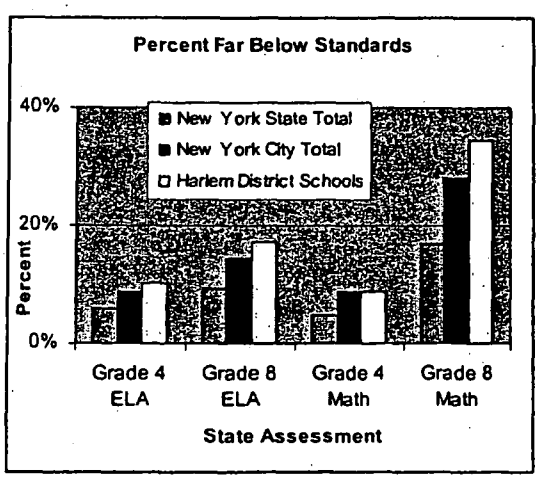
One of the world's cultural centers, New York City plays host to a myriad of excellent schools, public and private, that routinely produce our country's future leaders. Yet too often, families in Harlem are shut out of these opportunities for academic success. The proposed Harlem Link Charter School has its roots in a vision where children across Harlem have access to educational excellence. Having taught for several years in Harlem, the lead applicants have worked with hundreds of Harlem families who were in search of better academic opportunities for their children. The founding team wishes to act on this urgent demand by submitting this charter school proposal which outlines the establishment of a school built on the vision of high academic standards and strong ties to the Harlem community.

Harlem is a place where all children can and should thrive academically. "The Capital of Black America,"[1] Harlem has cultivated and nurtured some of the most important intellectuals and artists in American history. The legacy of the luminaries of the Harlem Renaissance, from Langston Hughes to James Baldwin to Jacob Lawrence, is flourishing today in the many cultural institutions and community-based organizations that dot the landscape of this diverse and ever-changing neighborhood. Having worked extensively with children in Harlem, the founding team has seen the potential for a new generation of Claude McKays, Countee Cullens and Zora Neale Hurstons. Yet, they have seen schools fail to tap each child's potential to be part of a new Harlem Renaissance.

Student Achievement in Harlem

In 2003, the majority of students in Harlem did not pass standardized tests, and student achievement in Harlem lagged far behind that for both the city and the state as a whole. The following graphs illustrate, according to New York City data, the disparities in achievement between Harlem's students and those throughout New York City and New York State:





[1] New York City Department of City Planning (2003). Community Board 10 Statement of District Needs, FY 2004, p. 255.

In addition to individual student achievement being unacceptably low, Harlem's schools as a whole have been singled out for poor performance. Nineteen Title I schools in Harlem were designated by the federal or state Education Department as being in Need of Improvement, under Corrective Action, or under registration review in 2003. The nineteen schools comprise over 30% of the sixty-three district public schools in Harlem, as compared to the 20% (244 of 1,236) of the remaining city schools eligible for SES.

A Charter School Choice

In discussions with families and other educators, it became clear to the lead applicants that Harlem needs a charter school built on academic achievement and connections to the community resources that are largely going untapped. Since charter schools are mission-driven and locally governed, they are able to design a coherent school program that capitalizes on the strengths of the community in order to meet the needs of the students. With management and governance decisions under one roof, charter schools eliminate the bureaucratic, centralized decision-making that is often inappropriate in the local context.[2] New York City's Department of Education is a perfect example of such centralization, making unilateral decisions for over 1.1 million culturally, geographically, and socio-economically diverse children.

Harlem Link means to capitalize on this autonomy by proposing a school design that will meet the mission's goals of high academic achievement and strong connections to community resources. In order to meet these goals, the founding team has drawn heavily on the effective practices of other charter and district schools in New York and Massachusetts. Many of these schools are part of the informal network of the Building Excellent Schools Fellowship, and they will remain a source of support for Harlem Link. Specifically:

- KIPP and Bronx Preparatory Charter Schools, in particular, have demonstrated the value of rigorous, high expectations, belief in students, data-driven instruction and an extended school year;
- South Boston Harbor Academy, Roxbury Preparatory Charter School, and Lawrence Community Day Charter School are also among the best examples of standards-based schools where assessment data drives instruction;
- Bronx Charter School for the Arts, Future Leaders Institute (FLI), and New York City's Community School District 2 are institutions that have demonstrated success from having structured academic programs, high levels of professional development, collaboration among teachers, and strong connections to community-based organizations for the arts;
- Excel Academy Charter School in Boston features a "focus" period, specifically designed for individualized or small-group instruction based on children's academic needs;
- Dr. Clair Crane, of Ford Elementary School in Lynn, Massachusetts, and the Beginning With Children Foundation in Brooklyn have demonstrated model family and community involvement strategies; and

[2] Darling-Hammond, Linda (1997). The Right to Learn: A Blueprint for Creating Schools That Work. San Francisco: Jossey-Bass.

- Uphams Corner Charter School has served as a model for the long-term goal of a meaningful extended day for all, a positive culture, and a coherent structure for professional development.

High Expectations

Harlem Link holds that there are no excuses sufficient for not ensuring that all children have an opportunity for academic success. Children in poverty are more likely to be unprepared for rigors of school environments,[3] knowing far less literature and far fewer words upon entering school than children not in poverty[4] (see Attachment 20). Without analyzing the facts and sources of individual children's learning deficiencies it is all too easy for educators to make judgments about a child's ability to learn based on his or her poverty level. Taking into consideration high levels of poverty in Harlem (2000 Census data indicates that 36% of individuals in Harlem were living in poverty, far above the national average[5]), Harlem Link will expect that many of its children will enter at risk for academic failure. Therefore, the school is committed to instituting practices proven to work with children from low-income families. One of those practices is to have an institutional culture of high expectations for children.[6]

Children of all economic strata can succeed at high academic levels, as indicated by the success of schools such as the KIPP Academy in the South Bronx, and FLI in central Harlem. KIPP, situated in the lowest-performing district in the state, has been, according to New York City data, among the top-performing middle schools in the city each of the past six years. Students do not move on to the next grade with a nearly passing grade; they are given extra support and extra help until they can reach the standard. Then they are promoted. In 2003 at FLI, a K-8 school drawing from a comparable population to that proposed by Harlem Link and with a fundamentally similar pedagogical philosophy,[7] 90% of students in grades K-2 were reading at or above grade level as determined by individual reading assessments.

Supportive School Culture

A strong school features a supportive culture, one that lets children know that their work is valued, that adults will not give up on them, and that they are responsible for their actions. Therefore, staff will work to create a serious, professional tone that celebrates learning in all its forms. Harlem Link will set this tone in a small school setting by promoting values, actively involving families and celebrating school community members.

Small schools—no larger than 400 or 500 students—generally have a more coherent curriculum, better staff relationships, and increased safety for students compared to large schools. This trend was affirmed by Wasley et al. (2000) in a landmark study of

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[3] National Center for Children in Poverty (2002). "School Readiness Starts with Economic Security." Retrieved on November 11, 2003 from the World Wide Web: http://www.nccp.org/pub_fal02b.html

[4] Adams, Marilyn J. (1990). *Beginning to read: thinking and learning about print.* Cambridge, MA: Massachusetts Institute of Technology Press.

[5] U.S. Census website, n.d. Retrieved from the World Wide Web on January 2, 2004 from: http://factfinder.census.gov/.

[6] Carter, Samuel Casey (2001). *No Excuses: Lessons from 21 High-Performing, High-Poverty Schools.* Washington, DC: The Heritage Foundation.

[7] Programmatic features of FLI include balanced literacy and constructivist math with additional skills practice, heavy professional development, mandatory extended day arts activities through nonprofit partners, and small school size.

150 small schools in Chicago,[8] corroborating a growing body of literature citing advantages of small schools. To help facilitate a safe and supportive culture, Harlem Link will keep the school size small with only two classes per grade, and maintain a low student/teacher ratio with two Co-Teachers in each classroom of approximately 27 students.

The heart of Harlem Link's school culture will be its *Values Statement* (see Attachment 32) which is a set of character Virtues that the school will expect students to practice: integrity, wonder, kindness, courage, responsibility, and patience. The *Values Statement* will be the basis for an ongoing values dialogue between stakeholders including students, parents, faculty, staff and members of the Board of Trustees. Evidence of the values of the school will be everywhere, modeled in part on KIPP Academy's display of their slogan "Work Hard, Be Honest, Be Nice!" on everything from T-shirts to walls and student work books. Harlem Link's *Values Statement* provides a complementary set of Practices—external evidence of internal Virtues. Students at Harlem Link will have no trouble remembering that they will be expected to be honest, ask questions, show respect, take risks, take action, and persevere (see Attachment 32).

The school will give students ample opportunities to show off their learning during morning meetings and whole-school assemblies. Co-Teachers will also display student work that shows great effort and progress around Harlem Link so that the school community may celebrate each student's academic growth. In addition, families will attend annual performances that showcase students' learning across subject areas, including the arts.

Adults at the school will show that they believe each child will succeed. In addition to holding high expectations as mentioned above, Harlem Link will support children's individual developmental growth with a comprehensive socio-emotional program. This program will include conflict resolution, education about drugs and gangs, and other emotional supports such as education about self-esteem (see Exhibit H). Community members will speak to the students as guests; for example, a doctor from Harlem will talk to the students about his experience as a child working hard and finding learning fun. He or she will express that hard work and staying away from negative influences allowed him or her to become a doctor, despite the fact that his or her family had no track record of education beyond high school.

Finally, Harlem Link will reinforce the message that a focus on academics is crucial. The school will reflect this by establishing the importance of students being on time, carefully completing all of their homework, coming to school every day in uniform, doing their best every day, and following Harlem Link's *Discipline Code*. By holding children accountable for their actions with a consistent behavior management policy and informing parents regularly about children's behavior, teachers and administrators will foster a peaceful, orderly environment in which academic learning can flourish.

Individualized, Data-Driven Instruction

Children, especially in high-poverty urban areas, need individual attention, and Harlem Link will provide this level of attention through constant, careful tracking of student data and structural supports to meet individual needs.

[8] Wasley, P., M. Fine, M. Gladden, N. Holland, S. King, E. Mosak, & L. Powell (2000). Small schools: great strides. A study of new Small Schools in Chicago. New York: Bank Street College of Education.

Simply put, good schools know how children are performing and respond accordingly. The several hours per week set aside at Harlem Link for professional development and common teacher planning time will offer a unique opportunity for teachers and the Co-Director for Instruction to manage a steady stream of standards-based assessment data. As Carter puts it in his landmark study of 21 high-performing, high-poverty schools, "High expectations without a means of measurement are hollow...As head of the instructional program, the principal does this best by *personally* monitoring the regular assessment of every child in the school."[9]

Harlem Link will create a clear and consistent method for teachers and administrators to track student achievement data, measured on the student level through an individual learning plan (ILP) for each student. Teachers will use data not only to discern student progress, but also to adjust instruction as needed to support students' goals. If chartered, the founding group will spend part of the planning year evaluating and perhaps choosing a comprehensive student information system software package, such as ClassBuilder, Chancery or Apple PowerSchool. Such web-based programs assist in cataloging and managing assessment data. Harlem Link will only use a data tracking system that is able to incorporate assessments for the specific standards the school has prioritized, including phonics and reading strategies in ELA and basic skills and concept mastery in Math. If the founding group is not satisfied with commercially available software, Harlem Link will hire a consultant to assist in developing a straightforward home-grown system using basic spreadsheet software and the school's server-based computer network. Finally, teachers at Harlem Link will receive regular training on using the school's system to track students' mastery of the standards and to update each student's ILP regularly. Building and maintaining an ILP for each student and tracking achievement data will help achieve the mission's goal that each child reach or exceed the New York State Performance Standards.

Structures to Meet Individual Needs

Simply accruing pages—and megabytes—of data on student performance will not guarantee that students will actually *overcome* the deficits they exhibit. Harlem Link will meet the challenge of tailoring the school hours to individual strengths and needs through two innovations that are at the heart of its learning program: co-teaching and Enrichment time.

In the co-teaching model, a mentor Lead Teacher and a Novice Teacher will plan, teach and assess together in every classroom. Co-Teachers will carefully design lessons so that the students will have whole group, small group, and individualized instruction every day in literacy and math. Having two qualified teachers in every classroom will lower the student/teacher ratio and ensure maximum attention to students' individual strengths and needs on a daily basis, which is especially important for special education students.[10]

Additionally, in order to meet the demands of the ILP, the school has built in 45 minutes of Enrichment time during each school day specifically for individualized and small group instruction. Grade level teachers will plan Enrichment sessions each week

[9] Carter (2001), p. 10

[10] James Madison University features an informative web page about different formats of Co-Teaching, and the positive effects and challenges in terms of special education students. See http://www.cue.jmu/esc/Consortium_Co-Teaching.shtml.

with each teacher leading a tutorial for reading, math, or computers, based on the needs of students from both classes. During Enrichment students will meet with one of the teachers for one on one or small group instruction. Also during this time the Special Education Coordinator, any Title I teacher who might be hired, and the kindergarten teacher's aide will tutor students, maximizing individual attention. However, students will not always need weekly tutoring for skills and concepts. Students who are meeting or exceeding standards will have an opportunity to work on projects or other extension activities that the teachers have planned. All of the children receiving extra attention will do so because assessments show that they are lacking in a particular skill, concept or piece of content knowledge. At Harlem Link, teachers will have the time and flexibility to plan such sessions and address these issues immediately.

Finally, teachers will have the necessary component of professional development time to maintain each child's ILP so that it is current, based on assessment data, and uses Harlem Link's Learning Standards to improve student achievement.

Harlem Link's Education Program

English Language Arts (ELA)

Harlem Link's mission states that children will meet or exceed the New York State Performance Standards. The school will accomplish the most central and urgent task of teaching children to read, write, listen and speak for a variety of purposes with a coherent ELA program that combines phonics skills building and daily practices of reading, writing, and speaking in a range of formats.

Children will enter Harlem Link in kindergarten (and first grade during the start-up year) with different levels of academic and developmental preparedness. Some will have less exposure to written language, phonics, letters, and an overall understanding of how reading works (see Attachment 20). Harlem Link also expects many students to have little practice with comprehending books. E.D. Hirsch and others have established through years of research that a balance between phonics and reading for meaning is crucial in the emergent reading years. With this in mind, Harlem Link will strive toward a balanced approach to ELA that will enable students to master phonics skills and strategies that will help with comprehension, analysis, and writing techniques.[11]

Harlem Link will devote a great deal of time to ELA every day, especially in the younger grades. By obtaining a strong literacy foundation early, students will be proficient in their reading and writing by the upper elementary grades and therefore ready to tackle more sophisticated texts across subject areas. To further contextualize the reading experience and to ground new knowledge in what children already know, teachers at Harlem Link (with the Co-Director for Instruction) will create thematic reading and writing units of study, often integrating ELA with other subject areas such as Discover Science and Discover Social Studies.

The ELA program will feature multiple opportunities to read, write, speak and listen on a daily basis. In Word Study, all students will engage in a sequential phonics program that will lead to mastery in:

- decoding
- phonemic awareness
- spelling, and
- vocabulary development.

[11] Strickland, Dorothy (1998). *Teaching Phonics Today*. International Reading Association, pp. 6-10.

Gradually building on these basic skills, students will master Harlem Link's 48 Reading Strategies for comprehension and literary analysis by the third grade. In order to do this, every day they will participate in a one-hour Reading Workshop in which they will:

- read for between twenty and thirty minutes during Sustained Silent Reading (SSR) and conference with teachers one-on-one weekly about their reading progress;
- listen to teachers read excellent literature during Read Aloud, and at times read along with teachers to practice reading habits and skills;
- receive direct instruction on targeted reading skills and strategies in small groups during Guided Reading; and
- engage in discussion about literature and reading.

The many different components give children varied opportunities every day to practice weekly phonics, comprehension and analysis strategies. Harlem Link believes that if students learn and practice the Harlem Link Reading Strategies as early as kindergarten, by third grade they will be highly proficient readers who can independently choose grade level texts across genres, interpret texts using higher-order thinking skills and organize their materials to keep track of their thoughts and the books they read.

During the daily one-hour Writing Workshop, students will write in several different genres, such as poetry, expository, procedural, report, and fictional writing and focus on writing habits, craft and conventions. They will use the writing process (prewriting, drafting, revising, editing, peer and teacher conferencing, publishing and sharing finished work) to complete a minimum of 8 to 10 pieces per year. Every day they will:

- read along, listen and discuss as a teacher reads a model piece of writing for a specific element of writing craft or conventions;
- observe, listen and discuss as a teacher models writing using the lesson's targeted skill;
- practice writing, incorporating the lesson's targeted skill, conferencing with teachers once per week on their progress; and
- take turns sharing their writing with classmates, receiving and offering feedback on style, conventions and presentation.

Harlem Link will feature a fully stocked library of quality literature in every classroom. The teachers will organize each library by theme, subject, and reading level so that students can easily choose books by interest and reading ability for SSR. Since Harlem Link will expect students starting in the second grade to read 25 to 30 books a year, they will need many choices to support them throughout the year.

Coherence is essential for this balanced approach. Teachers will work together to carefully plan standards-based units and assessments that will monitor each child's progress in order to drive instruction. They will also implement a variety of internal assessments to check students' progress against the standards, such as running records, checking reading logs and reading journals, rubrics for responses to literature, and anecdotal reflections taken during guided reading and conferencing with children during writing and reading workshops.

With its many components and purposes, initially the ELA program at Harlem Link will be a challenging way to teach. Yet when it is done well, it can be an extremely effective way to reach all learners. To support teachers and ensure coherence, Harlem Link will heavily invest in professional development and in resources for teachers as they learn to plan, teach, and assess.

Math

After remarking in his book *Innumeracy* that schools by and large do a fine job of teaching arithmetic skills, John Allen Paulos (1988) goes on to say that schools too often fail to teach mathematical thinking, such as "*when* to add or subtract, *when* to multiply or divide, or *how* to convert from fractions to decimals or percentages."[12] To meet New York State Standards, as required by the school's mission, Harlem Link will demand that students build a foundation of basic arithmetic skills, and then apply it to math problem solving and an understanding of core mathematical concepts.[13]

Harlem Link will have three components to its math curriculum: Calendar Math, Skills Building, and Investigations. The first, Calendar Math, will be a morning ritual when students will discuss the daily calendar and practice various math concepts and skills. The next two components are part of Harlem Link's Math Workshop. Each Math Workshop period will begin with Skills Building, a time devoted to working on a skill or skills of the week. Teachers will often use this portion of the Math Workshop to teach skills and then have students practice them in class and for homework. At the end of each week, teachers will give a quiz to track the students' progress, and any students who need extra practice will work with a teacher during Enrichment.

Harlem Link recognizes that children need to develop the ability to reason, apply algorithms and solve problems. Therefore, the Math Workshop time also includes Investigations, a time when the students will have concrete experiences with math concepts and skills. During this time, the school will use the *TERC Investigations in Number, Data, and Space* curriculum. TERC provides students opportunities to explore concepts and apply basic skills over four- to six- week periods that serve as units of study around a common theme or concept. Unlike other curriculum approaches with rigid pacing charts, TERC allows students time to explore mathematical ideas through a variety of hands-on, concrete activities that continually address the same concepts in different ways.

Through Investigations time, students will have opportunities to apply math in the real world. For example, fourth graders will take a trip to the local supermarket during a unit on measurement and through a scavenger hunt learn about units of measurement that will become fodder for writing and discussion back school.

Classroom discussion is a key feature of Harlem Link's Math Workshop. When students are asked not only to give an answer but also to defend it and to explain their thinking, they are on the road to logical thinking and stronger control of math concepts. Like successful Japanese math classrooms in which students work toward solutions to problems by sharing work,[14] TERC's discussion forums promote depth of learning through exploring and critiquing more than one method in solving the same problem. Finally, after discussion students will individually reflect on what they have learned by writing in a math journal at the end of each lesson.

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[12] Paulos, John Allen (1988). *Innumeracy: Mathematical illiteracy and its consequences.* New York: Hill and Wang, p. 73, emphasis added.

[13] Richardson, Kathy (2000). "Mathematics Standards for Pre-Kindergarten Through Grade 2." Retrieved on December 12, 2003 from the World Wide Web: http://ericeece.org/pubs/digests/2000/richard00.html. Relocated on December 19, 2003 to: http://ecap.crc.uiuc.edu/eecearchive/digests/2000/richard00.html

[14] Hiebert, James and James Stigler (1999). *The Teaching Gap: Best ideas from the world's teachers for improving education in the classroom.* New York: Free Press.

Over the course of each Investigations unit (see Attachment 13 and Exhibit H for more details), students will revisit concepts through other activities, which become more sophisticated over the course of the unit so that students have multiple opportunities for exploring problem-solving strategies under one overarching set of concepts and skills.

Science & Technology and History & Geography

At Harlem Link students will become experts in inquiry, data collection, hypothesizing, and analysis. Science, history, and geography will all be grounded in an investigative approach, called Discover, and will enable students to perfect the skills needed to thrive in these areas. Computer technology will focus on skills and usage, with the skills instruction of this subject occurring during Enrichment time and the usage taught as applications during Discover and other subject lessons.

Discover Science: Through Discover Science, Harlem Link students will have structured encounters with the natural world and meet the Harlem Link Science Standards through hypothesizing, exploration, discussion, analysis, and reflection.[15] The school plans to use the Full Option Science System (FOSS) K-4 Science program that has physical, earth, and living science modules that are aligned to the New York State Learning Standards. Each module features science activities that allow students to explore science with real materials while placing an emphasis on the academic process of scientific inquiry (see the Science Overview for the K-4 modules). In addition to the FOSS science modules, the students will utilize Harlem and New York City as a laboratory for learning. For example, Harlem Link plans to maintain a community garden near the school that students will use as they study the living environment and develop an appreciation for Harlem's green space.

Computer Technology: Over time, Harlem Link students will systematically master techniques for using computers. The Harlem Link Science Standards address both computer technology skills and applications. During Enrichment, students will learn and practice the skills so that they are able to apply their computer knowledge in all subject areas. For example, in Enrichment third graders will learn how to identify the features of a digital still camera, how to take pictures, and how to download the photos onto the computer hard drive. Once they have mastered these skills they will be able to take photos of Fieldwork experiences, science experiments, math activities, etc. Each year the students will build upon their technology skills and become very adept computer technicians.

Social Studies and Geography: In Discover Social Studies, students will continually explore ideas of Community. Students will learn about local, national, and global communities, while also becoming active citizens in Harlem and New York City. Teachers will design thematic units that will take students through the history and geography of various peoples and places. Harlem Link will place a strong emphasis upon vocabulary to enrich the content, culture (government, economy, language, way of life) to develop students' thinking about each unique community of study, chronology to help students establish a sense of time, and geography for students to gain a sense of place and location.

Although Harlem Link does not plan to use any particular formal social studies program or textbook, it draws from New York City's Scope and Sequence for its

[15] Duckworth, Eleanor (1996). *The having of wonderful ideas and other essays on teaching and learning.* New York: Teachers College Press.

structure and themes to ensure that the students will be ready for the New York State fifth grade social studies assessment. With the Scope and Sequence as a structure, Harlem Link teachers will carefully design each thematic unit to reflect the Harlem Link Discover Social Studies Standards and will find entry points in the units where they can integrate social studies into other subject areas. Teachers will frequently integrate Discover Social with English Language Arts; often the teachers will use quality non-fiction and fiction texts that relate to the Discover Social Studies as material for Reading Workshop so that the students will be immersed in the community or time period being studied. In addition, Discover Social Studies will overlap with Writing Workshop as students develop and publish research reports and persuasive essays about various topics and issues.

As part of each unit of study, Discover Social Studies will include *Community and Action* when students, as active citizens, will explore the Harlem Community. Students will have opportunities to meet various people from Harlem and develop a sense of each person's role in the community. Students will also visit several Harlem institutions like the Schomburg Center for Research in Black Culture, Studio Museum in Harlem, Aaron Davis Hall, and legislators' offices at the Adam Clayton Powell State Office building as they further define the meaning of the Harlem community. *Community and Action* will also be a time for students to engage in community service in places like nursing homes and soup kitchens. Teachers and students will use classroom time for this aspect of Discover Social Studies and will engage in these events during the Fieldwork days.

Students will express what they have learned about communities in several ways. Teachers will often give students geography and vocabulary quizzes to check for student understanding. Additionally, students will engage in projects and writing assignments about what they have learned that teachers will assess through standards-based rubrics. From making timelines to writing essays to performing plays about different historical periods, students will express what they have learned in many different ways.

Fieldwork

One of Harlem Link's mission goals is to graduate active citizens who serve and learn in their community. Therefore, the school has set aside nineteen days, approximately every other Friday during the year, for students to learn, work, and have experiences in their communities. Fieldwork days will range from visiting museums, attending plays or concerts that complement units of study, and providing community service at community gardens or soup kitchens. The Dean of Students, Families and Community, with the help of the Co-Director for Instruction, will plan Fieldwork days in accordance with what students are learning and will arrange the logistics and volunteers needed for extra supervision.

Depending on the Fieldwork activity, students may engage in half-day or full-day experiences. After half-day trips, students will travel back to school to reflect on what they learned through projects that are part of the unit of study, whether it be Discover Science or Discover Social Studies. See Exhibit H for a list of the many possible Fieldwork experiences that can tie directly into units of study.

Professional Support for Teachers

Harlem Link will expect a great deal from its teachers. The school will expect that teachers have carefully constructed lessons with clear standards-based goals and

differentiation for each child's learning needs. It will also expect teachers to frequently assess students so that they have a clear sense of each child's progress. Harlem Link will also expect teachers to collaborate and share work with other teachers, and take time out and reflect about their practices. In order for teachers to accomplish these many responsibilities, they need time, resources and a great deal of professional support from a school.

Oftentimes, teachers do not have enough time to accomplish everything they need to do over the course of a school day or a school week. There are lessons to plan, papers to grade, individual students to help. Commonly, teachers lag behind in one or more of these areas because they do not have the time to catch up. To prevent this problem, Harlem Link will provide time for teachers during the school day to meet the many demands of teaching. Each teacher will have close to two hours per day to plan, assess students' work, observe or meet with other teachers, meet with families and/or have regular meetings with the Co-Director for Instruction. This will be made possible by the Co-Teaching model that Harlem Link has designed; Co-Teachers will teach together during ELA, Math, and Enrichment, and then relieve each other during other parts of the day.

In addition to planning time during the school day, Harlem Link will require that teachers take specific time outside of the instructional routine for planning and professional development. Teachers will work on these activities from 3:30 to 5:30, Monday through Thursday. They will rotate supervision of Fieldwork trips, spending three out of every four Fieldwork days, when they are not supervising, engaged in analyzing assessments, planning, meeting with the Co-Director for Instruction or the Special Education Coordinator, or observing at exemplary schools.

Harlem Link will provide teachers with resources that they need like office space, a laptop computer, and a resource library full of education reference books. Harlem Link will also ensure that teachers have materials and supplies for their classrooms so that they can properly teach each subject area.

Harlem Link will also support teachers through a great deal of professional development. Teaching, especially in an urban setting with at-risk youth, requires reflection and the ability to be self-critical. Therefore, each teacher at Harlem Link will also have an Adult Learning Plan (ALP), a set of annual goals developed by each teacher with the Co-Director for Instruction (see Exhibit H). The Co-Director for Instruction will work closely with each teacher to help him or her reach each goal, by visiting each classroom daily, conducting monthly observations, and by meeting with each teacher on a regular basis.

Professional development will also have a more global approach. As stated earlier, the curriculum the school expects the teachers to use is more challenging to master than some of the more scripted curricula available. If not addressed, teachers run the risk of misusing the curriculum, and thus not seeing real gains in student performance. Therefore, the school will provide ongoing support for teachers in each subject area.

In addition, every year, the school will take an in-depth look into a subject area by evaluating the Harlem Link standards, curriculum, and assessments that are being used. In Year One the school will look closely at its English Language Arts program, in Year Two the school will focus on the Math program, in Year Three it will focus on Science, and in Year Four Social Studies will be the focus. This does not mean in any way that during those years the other subject areas will be ignored. The school will continue to

support teachers in each subject area every year. Looking closely at one subject area per year is a way for the school to systematically improve each subject over time.

To further facilitate teacher development the school intends to partner with Bank Street College of Education's new program, the Laboratory for Design and Redesign of Schools (LDRS). The Co-Directors and the Board of Trustees will work with Bank Street and other like-minded charter schools to create a critical friends network. This network may also be brokered through the New York City Schools Chancellor's new Center for Charter Excellence. In addition to LDRS and the Center for Charter School Excellence, Harlem Link will seek further supports for professional development. Part of the school's long term professional development plan includes partnering with other education specialists, such as the Mathematics in the City program at City College of New York and the Teachers College Writing Project at Columbia University, on a regular basis to ensure that teachers are able to effectively plan units of study and properly assess each student's progress in the different subject areas, especially Math and ELA.

Harlem Link's founding team realizes that the proposed education plan is very ambitious and that teachers will need ongoing support. The Co-Director for Instruction will spend the planning year researching models and speaking to school leaders about professional developments plans in order to design a comprehensive and manageable one for Harlem Link. Margaret Ryan has already begun this research and networking through a ten-week Building Excellent Schools residency at The Renaissance Charter School in Jackson Heights, Queens.

Family and Community Involvement

A central tenet of Harlem Link's philosophy is that meaningful parent involvement and a strong connection between home and school lead to increased student achievement.[16] The school will achieve these goals by setting clear expectations for parental involvement and responding to parent needs, through a Home-School Learning Contract and an on-site Community Outreach Group (COG).

A Home-School Learning Contract will be designed to show each family's and the school's responsibilities for each child's education. Families are to support the school's mission of high academic standards and reinforce this mission in the home through such actions as making sure that children have no distractions such as television and video games until all homework is completed and done well. The contract also includes a list of the school's responsibilities, including providing maximum academic support for all students and seeking out and obtaining supports for families.

Families will have a presence in the school building primarily through COG. Given an office space, parents and family members who take a leadership role in COG will determine its agenda, under the umbrella goals of providing input and identifying needs on behalf of the school's families. As expressed in the National Parent-Teacher Association's (1998) School Standards for Parent Involvement, effective schools not only inform parents about student achievement and behavior, but also listen.[17] Depending on

[16] Henderson, Anne and Karen Mapp (2003). *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement.* National Center for Family and Community Connections with Schools. Retrieved on November 11, 2003 from the World Wide Web: http://www.sedl.org/connections/resources/evidence.pdf; and Bryk, Anthony and Barbara Schneider (2002). *Trust in Schools*. New York: Russell Sage Foundation.

[17] National Parent-Teacher Association (1998). *National standards for parent/family involvement programs*. Chicago: National PTA.

the strength of COG's leadership, the Co-Directors will use the group as a sounding board and to identify issues that are important to families. Also, through the links the school is already establishing with West Harlem Group Assistance (WHGA), Family Advocacy Integrated Resources, Harlem Children's Zone and the city Administration for Social Services, the Dean of Students, Families and Community and the school Social Worker will be able to refer families to outside agencies that are able to meet their needs identified through COG. A founding principle of Harlem Link is that abundant resources are available in Harlem, and the school's network will help families find them to assist in the challenging task of raising a child in the 21st century.

Once COG is established as a real opportunity for families to offer advisement and input to the school, it will be charged with establishing a Harlem Link School Congress. The School Congress represents a long-term goal for Harlem Link to have all stakeholders (faculty, community members, families, administrators, Trustees, and eventually children) come together for shared decision making on appropriate topics.

Lastly, Harlem Link will welcome families into the school as volunteers. Volunteering opportunities could range from helping in a classroom to taking school visitors on a tour to helping at lunchtime. The school will be grateful for any help or expertise that parents offer. Harlem Link will also actively recruit parent volunteers for the school's nineteen Fieldwork days; with at least six parent volunteers the teachers and the Dean of Students, Families and Community will have a great deal of help with supervision on each trip.

More Time in School

At present, Harlem Link's regular school day will begin at 8:30 am and end at 3:30 pm. With 200 school days per year, this schedule affords children approximately 20% more time in school than the typical calendar of 180 days per year.

Ideally, Harlem Link wishes to feature an extended school day from 8:30 am - 5:30 pm every day. A longer school day would offer students more enrichment time, especially in the arts. Following the example of Bronx Charter School for the Arts and FLI, Harlem Link plans to maximize academic time during regular school hours and will utilize the extended school day to engage students in the arts, gardening, athletics and community involvement.

While Harlem Link will integrate the arts across the subject areas, the school envisions an arts and extracurricular block from 3:30 pm -5:30 pm when students would have an opportunity to learn these subjects from professionals. During these Extended Day sessions, students would participate in visual arts, dance, music, drama, athletics and gardening activities in a set of cycles. Each cycle would be roughly four to seven weeks and may correspond with units of study in other subject areas. Organizations such as Studio in a School, Lincoln Center for Performing Arts, Yaffa Arts, Dance Theater of Harlem, and the YMCA would provide instruction for each cycle at the school. By connecting with the Harlem community through these enriching experiences, students would achieve at higher levels academically.[18]

The Co-Director for Operations has already begun and during the planning year will continue to seek funding that will support the Extended Day program. However, until the school is able to support a quality extended day program, the school day will remain from 8:30 am to 3:30 pm and the school will assist any interested families with

[18] Henderson and Mapp (2003)

finding quality after school programs in the community. This is another example of Harlem Link's focus on connections to community resources; the school's network of supporters already includes several after-school programs, a list that will grow during the planning year.

Harlem Link: An Option for Families

The founding team strongly believes that this proposed charter school with its mission of high academic standards and ties to the community will create an opportunity for access to an excellent education for hundreds of Harlem families, satisfying an urgent demand and striving toward educational equity. Harlem Link will provide in Harlem the kind of education available to the city's best-educated students—not only basic skills but also cultural and educational experiences in the vast classroom that is the city. Harlem has so much to offer, and Harlem Link will make the connections that will deliver the resources, cultural, educational and social, to children that need them.

Harlem Link Charter School

LINKING ACADEMICS, VALUES AND COMMUNITY

Section III

ACADEMIC PROGRAM, STANDARDS, CURRICULUM & ASSESSMENT

12.(a) Proposed School Calendar

Provide a copy of the proposed school's calendar in the first year of its operation. The calendar must indicate the number of days of instruction that the school will offer.

Classes at Harlem Link will begin after Labor Day every year. To prepare for the first school year, the staff will report for two weeks in July and during the last two weeks in August. For two weeks in July the staff will spend its time team building, planning units of study, and deciding upon math and literacy diagnostics. In August Co-Teachers will take one week to administer these diagnostics to each student and evaluate the results. During the last week of August, faculty and staff will begin setting up classrooms, finalize planning for the first four-to-six week units of study for each subject area, and meet to discuss various topics such as school procedures, routines, and discipline code. In subsequent years of the charter, when baseline assessments will have been administered in the spring, the staff will report two weeks before the beginning of school.

In addition to the extra time, Harlem Link's calendar will have other unique features. Throughout the year, students will participate in nineteen Fieldwork days. Fieldwork will extend the units of study through cultural activities, learning projects, or community service within the New York City boroughs, especially in Harlem. The Dean of Students, Families and Community will plan each Fieldwork day, coordinating with teachers about their units of study. The Dean and the Co-Teachers, who will rotate supervision of the trips, and several family volunteers will attend each trip, ensuring that there will be plenty of supervision for children. Co-Teachers will take turns supervising Fieldwork so that each teacher will have at least two out of every three fieldwork days to devote to planning or professional development: evaluating assessments given during the units of study; creating an action plan for reteaching; planning for the next units of study; and observing instruction at exemplary schools around New York City.

In addition the school will close for three recesses during the year: the first recess will be two weeks long at the end of December and during the first week in January; the next will be a week-long in February; and the last recess for the year will be a week in April. Harlem Link will also recognize the following national holidays: Columbus Day, Veterans Day, Christmas, New Years, Martin Luther King Day, President's Day, Memorial Day, and Independence Day. The school year will end on July 14, 2006 for a total of 201 days in the first school year. Each school year will be at least 200 days.

The expected school calendar for 2005-2006 is shown in chart form beginning on the next page.

July 2005

Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	5	6	7	8
11	12	13	14	15
18 Teachers report	19 Teachers report	20 Teachers report	21 Teachers report	22 Teachers report
25 Teachers report	26 Teachers report	27 Teachers report	28 Teachers report	29 Teachers report

August 2005

Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22 Diagnostics Week	23 Diagnostics Week	24 Diagnostics Week	25 Diagnostics Week	26 Diagnostics Week
29 Set-up	30 Set-up	31 Set-up		

September 2005 (19 school days)

Monday	Tuesday	Wednesday	Thursday	Friday
			1 Set-up	2 Set-up
5 LABOR DAY	6 FIRST DAY OF SCHOOOL	7	8	9
12	13	14	15	16
18	20	21	22	23
24 Parent Conferences	25 Parent Conferences	26	27	28 Fieldwork

	October 2005 (25 school days)			
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
3	4	5	6	7
8	9	10	11	12 Fieldwork
10 COLUMBUS DAY SCHOOL CLOSED	11	12	13	14
17	18	19	20	21 Fieldwork
24	25	26	27	28
31				

	November 2005 (19 school days)			
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
	1	2	3	4 Fieldwork
7	8	9	10	11 VETERANS DAY SCHOOL CLOSED
14	15	16	17	18 Fieldwork
21	22	23	24 THANKSGIVING SCHOOL CLOSED	25 THANKSGIVING SCHOOL CLOSED
28 Parent Conferences	29 Parent Conferences	30		

	December 2005 (17 school days)			
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
			1	2 Fieldwork
5	6	7	8	9
12	13	14	15	16 Fieldwork
19	20	21	22	23
26 WINTER RECESS	27 WINTER RECESS	28 WINTER RECESS	29 WINTER RECESS	30 WINTER RECESS

	January 2006 (16 school days)			
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
2 WINTER RECESS	3 WINTER RECESS	4 WINTER RECESS	5 WINTER RECESS	6 WINTER RECESS
9	10	11	12	13 Fieldwork
16 MARTIN LUTHER KING DAY SCHOOL CLOSED	17	18	19	20
23	24	25	26	27 Fieldwork
30	31			

	February 2006 (15 school days)			
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
		1	2	3
6	7	8	9	10 Fieldwork
13	14	15	16	17
20 PRESIDENTS DAY SCHOOL CLOSED	21 RECESS	22 RECESS	23 RECESS	24 RECESS
27	28			

	March 2006 (23 school days)			
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
		1 Parent Conferences	2 Parent Conferences	3
6	7	8	9	10 Fieldwork
13	14	15	16	17
20	21	22	23	24 Fieldwork
27	28	29	30	31

	April 2006 (15 school days)			
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
3	4	5	6	7 Fieldwork
10 SPRING RECESS	11 SPRING RECESS	12 SPRING RECESS	13 SPRING RECESS	14 SPRING RECESS
17	18	19	20	21 Fieldwork
24	25	26	27	28

	May 2006 (22 school days)			
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
1	2	3	4	5 Fieldwork
8	9	10	11	12
15	16	17	18	19 Fieldwork
22	23	24	25	26
29 MEMORIAL DAY SCHOOL CLOSED	30	31		

	June 2006 (22 school days)			
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
			1	2 Fieldwork
5	6	7	8	9
12	13	14	15	16 Fieldwork
19	20	21	22	23
26	27	28	29	30

	July 2006 (8 school days)			
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
3 SCHOOL CLOSED	4 INDEPENDENCE DAY SCHOOL CLOSED	5 *Parent Conferences*	6 *Parent Conferences*	7 Fieldwork
10	11	12	13	14 Last Day of School
17	18	19	20	21
24	25	26	27	28
31				

12.(b) Sample Schedule

Provide the minimum number of hours/minutes per week the school will devote to core academic subjects in each grade, i.e. language arts, mathematics, science, social studies, technology studies; the length of the school day (including the approximate start and dismissal times of the school day); and a sample schedule.

Harlem Link will have an extended school day from 8:30 am-3:30 pm. Since a typical New York City public school day goes from 8:30 am-3:00 pm and considering 18 more school days, Harlem Link will provide about 20% more instructional time than the district public schools.

The following tables illustrate sample daily schedules for kindergarten, first and second grades, and third and fourth grades:

	KINDERGARTEN
8:00-8:30	Breakfast (optional)
8:30-8:50	School Assembly three times a week and classroom Community Circle twice a week
8:50-9:05	Calendar Math
9:05-9:30	ELA : Literacy Centers/ELA (whole group reading, guided reading, book sharing, dramatization)
9:30-10:00	ELA: SSR (Silent Sustained Reading) and conferencing (15 min) Word Study (15 min)
10:00-10:30	ELA: Writer's Workshop
10:30-10:50	SNACK/Bathroom
10:50-11:10	ELA: Read Aloud/Shared Reading
11:10-11:30	Music/Physical Education: Song, games, finger plays, movement, rhythms.
11:30-12:30	LUNCH AND PLAYTIME
12:30-1:00	Rest or quiet time: nap, look at books or listen to music
1:00-1:45	Math Workshop
1:45-2:00	SNACK TIME
2:00-2:15	Physical Education: Large muscle development, physical activities, motor coordination games.
2:15-2:45	Discover Science or Discover Social Studies
2:45-3:15	Enrichment (dress up, art, word work, ELA or math games, library, computers, small group instruction)
3:15-3:30	Meeting: Sharing work of the day, discussing homework, next-day, and routines.
3:30	Dismissal

	FIRST AND SECOND GRADES
8:00-8:30	Breakfast (optional)
8:30-8:50	School Assembly three times a week and classroom Community Circle twice a week
8:50-9:05	Calendar math
9:05-10:05	ELA: Reading Workshop (SSR (Silent Sustained Reading) and conferencing (20 min), Guided Reading (20 min), and Read Aloud (20 min))
10:05-10:30	ELA: Word Study
10:30-11:30	ELA: Writing Workshop
11:30-12:15	Enrichment
12:15-1:15	Lunch and Recess
1:15-2:30	Math Workshop
2:30-3:20	Discover Science or Discover Social Studies
3:20-3:30	Dismissal

	THIRD AND FOURTH GRADES
8:00-8:30	Breakfast (optional)
8:30-8:50	School Assembly three times a week and classroom Community Circle twice a week
8:50-9:05	Calendar math
9:05-10:05	ELA: Reading Workshop (SSR (Silent Sustained Reading) and conferencing (20 min), guided reading or Literature Circles (25 min), and Read Aloud (20 min))
10:05-10:30	ELA: Word Study
10:30-11:30	ELA: Writing Workshop
11:30-12:15	Enrichment
12:15-1:15	Lunch and Recess
1:15-2:30	Math Workshop
2:30-3:20	Discover Science or Discover Social Studies
3:20-3:30	Dismissal

Summary of Core Subject Areas

School Assemblies: Twice a week the whole school community (students, faculty and staff, Co-Directors, and families) will come together for Assemblies. Assemblies will build a common culture, share and teach values, celebrate families, and host role models to come and speak to the school. They may include the following activities: teachers may highlight exceptional students of the week; students may showcase to the school something they have created (e.g. poem, essay, artwork, a project); the staff may remind students about procedures or rules; a guest speaker may give a presentation (e.g. talk about his/her career, talk to students about conflict resolution, etc.).

Community Circle: At this time, three days per week, teachers and their students will meet in their classrooms for discussions and/or community building activities. During Community Circle students will develop social skills and trust for one another within the safety of their own classrooms, and will learn what it means to be articulate. This will also be a time for students to build language skills, such as through a "saying of the week" or idioms taken from E.D. Hirsch's Core Knowledge program. At the beginning of each year, teachers will spend a great deal of time teaching students the structure and process of having safe discussions (see Exhibit H for examples).

ELA: English Language Arts (ELA) will be a daily literacy block for Reading Workshop (Sustained Silent Reading, Read Aloud, Guided Reading), Word Study (Phonics, Phonemic awareness, Spelling, and Vocabulary Development and Analysis), and Writing Workshop (Shared Reading, Shared Writing, Independent Writing, Sharing).

Calendar Math: In the morning students will engage in a brief session with their teacher about the calendar. Teachers will plan this time very carefully to incorporate discussions and practice of math skills that students are working on over the course of a week.

Math Workshop: Students will participate in a daily skills building through drills and concept development of targeted standards through Investigations.

Discover Science and Discover Social Studies: These subjects will rotate every other unit with students spending a concentrated 4-6 weeks with each thematic unit. Both subjects involve activities and projects that address skills and content. Students will also read literature that connects these subject areas during ELA.

Enrichment: This block will be a time set aside for weekly academic, re-teaching and fitness rotations: each day groups of students will rotate between computer technology instruction, tutoring in reading, math or phonics, or extensions (e.g. projects or more challenging assignments). Once a week, each class, led by a Co-Teacher, will have a physical fitness class with structured activities.

The chart on the next page shows a breakdown of how many minutes Harlem Link will devote to each core subject area. In grades 1-4 approximately 80% of the school week will be devoted to the core subject areas, while in kindergarten approximately 55% of the time will be spent with the core subjects. Please note that kindergarten times are estimated since children will rotate between various core subject area activities during Enrichment and Literacy Centers. In addition, the schedule reflects less time devoted to the core subjects because the school sees kindergarten as a balance between engaging in academics, developing and refining motor skills, learning to socialize, and generally becoming school ready. The kindergarten schedule (see table above) reflects these pedagogical approaches.

Minimum Number of Minutes per Week in the Core Subject Areas

Subject	Kindergarten	Grades 1-4
ELA	525	725
Math	300	450
Discover Social Studies	75	125
Discover Science	75	125
Enrichment/Computer Technology	150	180
Physical Education	75	45

In addition, Harlem Link has a goal of extending the school day from 8:30 am to 5:30 pm with 3:30 pm to 5:30 pm as a time for an arts and extracurricular block. The school will attempt through fundraising to secure these funds so that Link can partner with Harlem institutions to come to the school during the Extended Day period and provide hands-on arts instruction and structured physical fitness for the students. Regardless of the Extended Day, teachers will integrate the arts into the curriculum in each subject area.

13. Student Achievement Goals

Provide a description of the student achievement goals for the proposed school's educational program.

Harlem Link students will

- meet or exceed the Board of Regents performance goals based on New York State assessments;
- enroll in competitive public and private high schools upon graduation from the school (contingent on granting of a second charter for 2009-2014);
- score, based on cohort average, higher than the average scores of the surrounding public schools on New York State tests; and
- score, based on cohort average, above grade level on nationally normed Reading/Language Arts and Math standardized tests (such as Stanford Achievement Test-10) by the beginning of third grade.

Harlem Link's mission includes that its students will achieve academic success and demonstrate values in a safe, supportive learning community. Students will meet or exceed the Harlem Link Standards, as illustrated in Exhibit C, which are based on the learning goals below and New York State Learning Standards. The school will graduate:

Articulate Scholars who

- use phonics knowledge to decode, sound out, identify, and spell words;
- have mastered appropriate reading strategies in each grade for fluency and comprehension;
- can analyze literature;
- have mastered math skills in each grade through constant practice;
- have a wide range of strategies to analyze and solve math problems;
- express themselves well through proficient writing skills;
- have effective public speaking and discussion skills in order to speak in coherent and compelling ways;
- use logic and the scientific method to analyze questions about the natural world;
- ask essential questions about the way people interact with one another;
- understand big ideas and themes in local and world history and economics;
- analyze a variety of historical perspectives;
- understand geography on a local, national and global level;
- express themselves through the arts;
- are able to analyze and contextualize different forms of artistic expression;
- take responsibility for learning of their own volition;
- constantly question and seek further knowledge on subjects; and
- complete work that reflects clear thinking with thorough details and explanations.

Active Citizens who

- understand the diversity of the communities in which they live;

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- actively research issues related to and engage in service in their communities and the world;
- continually link their schoolwork and academic experiences to the world around them; and
- consistently exhibit the Harlem Link Core Values through their actions in and out of the school building.

If chartered, Harlem Link will prepare an Accountability Plan per Charter Schools Institute requirements and meeting the standards set out in "Guidelines for Writing Charter School Accountability Plans" that will spell out precise achievement goals which are measurable and verifiable and that our students will meet on both city and state mandated standardized assessments, as well as on the school's own internal standardized and non-standardized assessment tools together with: attendance, discipline, and other benchmarks to be determined. Harlem Link will evaluate progress toward the goals set forth in its Accountability Plan on an annual basis, not merely as a requirement of compliance with its chartering body, but just as importantly, as a process by which the school can look critically at its own effectiveness in helping students reach the high performance standards that are expected of them. This reflective process will provide the school with information about whether and what kind of changes in curriculum, instructional practices and professional development need to be implemented in order to improve student achievement.

15.(a) State Assessments

Attach a schedule of the state assessments that the charter school will administer.

Harlem Link students will meet or exceed grade level standards, which are based on the New York State Learning Standards. One method of measuring those standards will be through the New York State assessments. During the five-year term of its charter, Harlem Link will administer all the New York State exams listed in the table, and any additional assessments that may be created during the life of the charter.

Grades	Test(s)
K	
1	
2	
3	NYS English Language Arts NYS Math
4	NYS English Language Arts NYS Math NYS Science

15.(b) Standardized Test(s)

List which, if any, standardized test(s) would be used by the charter school in addition to the required New York State assessments and explain why such standardized test(s) were selected.

Harlem Link will use a nationally normed standardized test such as the *Stanford Achievement Test-Tenth Edition* (SAT10) as its baseline assessment in grades K-4 for English Language Arts (reading, spelling, language, listening skills, and mechanics) and Math (problem solving). In Kindergarten and First Grade the school will administer the Stanford Early School Achievement Test and in Grades Two through Four the Stanford Achievement Test. SAT10 also offers Social Studies and Science assessments and if they are aligned to the New York State Learning Standards the school will consider administering them as well. Each exam uses short multiple choice questions and open-ended questions that elicit more detailed, written responses in order to evaluate each student's progress in basic and higher order thinking skills. SAT10 will be administered as a baseline assessment in the fall of the first year of the charter and in the spring every year thereafter. Entering these results into Harlem Link's student information system will enable the school to evaluate students very carefully and will assist teachers in developing individualized goals to target each students' areas of weakness. SAT10, being a nationally norm-referenced test, will also compare Link students' progress toward the standards with their peer group.

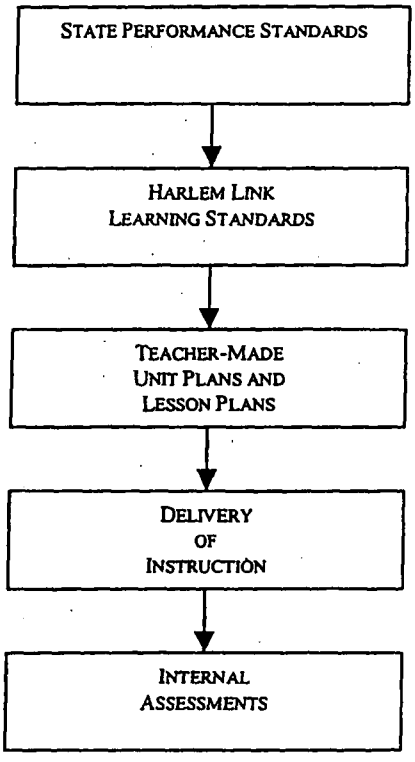
The following table highlights the norm-referenced baseline assessments Harlem Link will use to evaluate students' progress toward the standards:

Grade	Standardized Test	When
Kindergarten	Stanford Early School Achievement Test	Fall and Spring
1st	Stanford Early School Achievement Test	Fall 2005, Spring thereafter
2nd	Stanford Achievement Test	Spring
3rd	Stanford Achievement Test	Spring
4th	Stanford Achievement Test	Spring

16. Other Methods of Assessment

Provide the other methods of assessment (beside those indicated in response to Requests Nos. 15(a-b)) that would be used by the charter school. As part of your response, please indicate how these assessments would reliably and verifiably measure student performance and achievement goals. For each such assessment method, please indicate if the data obtained will be used to support the school's application for charter renewal.

Overview

Assessment is a crucial component of a standards-based data driven school. Assessment will only be an effective gauge of student performance if it points toward meeting the mission, which requires that it is aligned with the New York State performance standards. Derived partly from the New York State Learning Standards and stressing a combination of basic skills and higher-order thinking, the Harlem Link Standards are closely aligned to the state's performance standards. Therefore, teachers when planning units of study will align their units to the Harlem Link Standards. Harlem Link insists that all staff and faculty understand the alignment among the standards, teaching, learning, and assessment at Harlem Link. In the chart below, each step must be clearly aligned with the step above it, ultimately referring as the mission does to the state performance standards:

CURRICULUM ALIGNMENT