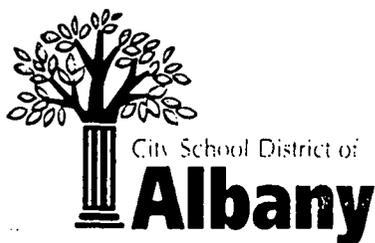


CHARTER

***KIPP TECH VALLEY CHARTER
SCHOOL***

REDACTED



MICHAEL A. JOHNSON, SUPERINTENDENT OF SCHOOLS

March 19, 2004

Mr. James A. Kadamus
Deputy Commissioner
State Education Department
89 Washington Avenue
Room 875 EBA
Albany, NY 12234

Charter Schools Unit

MAR 22 2004

Dear Commissioner:

As Superintendent of the City School District of Albany, I would like to respond to the application for a charter school in the City of Albany at the behest of KIPP (Knowledge Is Power Program).

I cannot challenge KIPP's educational approach or methodologies, as this program has been successful in raising student achievement since its inception in 1995. KIPP's Five Pillars or core operating principles are admirable, but well beyond the capacity of our district given our mandated required services, contractual obligations and an ever-increasing budget to provide basic services. If we were able to require longer school days, 2-3 hours of homework nightly and a strong parental commitment, we too would ensure the success of students.

Our two middle schools, Philip Livingston and William S. Hackett, are currently in the second year of being identified as Schools In Need of Improvement under No Child Left Behind. We have not been able to accommodate the provisions for NCLB to allow parents a choice of alternative schooling as no other public middle schools exist in the district. It is my belief that if this charter is granted to KIPP, the State Education Department should hold KIPP accountable to all of the demands of NCLB.

It is my recommendation that KIPP should only be allowed to enroll our level 1 and level 2 students, those students who would be afforded choice under NCLB. The lengthened school day, Saturday hours, and summer programming would provide these students, our most needy, with the additional time they need to improve their academic performance.

The district would be pleased to work with KIPP to develop a plan to identify these students, to establish communications with their parents to inform them of their options and to facilitate placement. Our primary interest is to increase opportunities for our students' educational success.

Sincerely,

Michael A. Johnson
Superintendent of Schools

RECEIVED

APR 13 2004

Charter Schools Institute

CC: Mr. Paul Hayward

Charter Schools Unit

MAR 19 2004

March 19, 2004

VIA FEDERAL EXPRESS

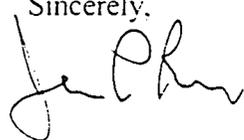
Mr. James D. Merriman IV
Executive Director
Charter Schools Institute
74 North Pearl Street, 4th Floor
Albany, NY 12207

Re: Charter School Application for the KIPP: Tech Valley Charter School

Dear Mr. Merriman:

Marjorie Rush has decided that she would prefer not to join the founding Trustees of KIPP Tech Valley Charter School. I have attached a revised Section 26 to reflect this.

I apologize for the inconvenience.

Sincerely,

John P. Reilly

Enclosure



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

March 5, 2004

James R. Butterworth, Ph.D.
Assistant Commissioner
Office of School Improvement
and Community Services (Regional)
New York State Education Department
Room 475 EBA
Albany, New York 12234

Charter Schools Unit

MAR 05 2004

Dear Dr. Butterworth:

In response to your request for clarification, dated March 4, 2004 regarding the application for the KIPP: Tech Valley Charter School, the Charter Schools Institute provides the following.

- A cover letter from the applicant. John Reilly, dated March 5, 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 Request for Clarification follow below.

* * *

Item 1

The applicant has responded to the question in the Applicant Cover Letter.

Items 2

The applicant has responded to the question in the Applicant Cover Letter.

Item 3

The applicant has responded to the question in the Applicant Cover Letter.

Item 4

In the Applicant Cover Letter, the applicant has provided draft policy and procedures regarding purchasing and competitive bidding. The applicant anticipates developing financial control policies during the school's planning year.

Item 5

The applicant has responded to the request in the Applicant Cover Letter.

Items 6

The applicant has responded to the request in the Applicant Cover Letter.

Item 7

The applicant has responded to the request in the Applicant Cover Letter.

Item 8

The applicant has responded to the request in the Applicant Cover Letter

Items 9 and 10

The applicant acknowledges the Department's advice regarding the curriculum.

Item 11

The applicant has responded to the request in the Applicant Cover Letter

Item 12

The applicant has revised and submitted Attachment 18(A) to specify the type of special education program to be provided at KIPP: Tech Valley Charter School, as well as to indicate which types of services may be provided through other arrangements.

Item 13

The applicant has responded to the request in the Applicant Cover Letter

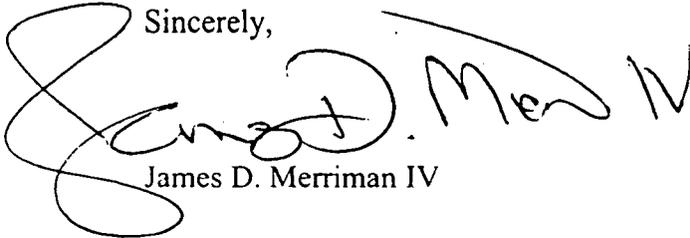
Item 14

The applicant has revised and submitted Attachment 33, Discipline Policy for Students with Disabilities.

* * *

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,

James D. Merriman IV

Enclosures

c: John P. Reilly
Darlene Mengel

KIPP: TECH VALLEY CHARTER SCHOOL

March 5, 2004

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 KIPP Tech Valley Charter School

Dear Mr. Merriman:

In response to the letter from the State Education Department dated March 4, 2004, seeking clarification or amendment of the application for the KIPP Tech Valley Charter School, we submit the following responses or amendments to the application:

Item 1

Yes, we are anticipating that the school staff person who conducts the information review to be a certified ESL or bilingual teacher, or to have some experience with limited English proficient students. However, the hiring process to select this person has not yet begun as we have not yet approval of our charter.

Item 2

If needed, yes. The KIPP Tech Valley Charter School's need for a certified ESL or bilingual teacher(s) is not yet known, however, because the anticipated admissions lottery will not be held until approximately six months prior to the school opening.

Item 3

If the structure in place for providing instruction and academic services to an ELL student are not achieving the required results (i.e. the student is not showing progress as well as expected in acquiring English proficiency), such structure and academic services likely will be modified to include additional individual counseling or group counseling, or additional home visits and parent counseling. Also, a student's schedule may be modified to require ELL students to spend additional time receiving services or special tutoring during the school day. The school calendar (Attachment 12B) provides ample time each day for providing enriched services to ELL students. In addition to each student receiving two periods of English language arts each day (9:35 a.m.-11:05 a.m.), the school provides a period each day for reading/extra tutoring (1:45 p.m.-2:45 p.m.) and enrichment (2:50 p.m.-5:00 p.m.), both of which may be used to provide enriched instruction or tutoring to ELL students. Enriched instruction or tutoring will also be available to ELL students after school and during Saturday classes held twice a month.

Item 4

In addition to the comments and sentiments provided by CSI in response to the Department's request for amendments, KIPP Tech Valley Charter School intends to adopt the following policy regarding its purchasing and contacting practices:

RECEIVED

MAR 05 2004

KIPP: TECH VALLEY CHARTER SCHOOL
c/o John Reilly, 502 North Road, Troy, New York 12180

Policy: Guiding the purchase of all goods and services of the charter school will be: (a) price; (b) quality; and (c) dependability. Particular vendors may be chosen for any one or any combination of these factors; however, at all times the selection of a particular good, service, or vendor shall be with the intention of maintaining a top-quality school. The execution of contracts and grants shall be within the scope of the charter school's mission, goals, and annual plans.

Procedure: When a product is to be purchased that costs more than \$10,000, the head of school, or his or her designee, shall make every reasonable effort to secure quotes and product specifications from at least three providers of the product or a similar product. The head of school shall select from among these offers, and document the reasons for selecting the chosen option which shall include mention of the aforementioned factors that guide such selection. Professional service contracts are excluded from the requirement to seek multiple bids; however, nothing shall preclude the head of school from seeking such multiple bids for these contracts. All contractual agreements shall be in writing, and signed and dated by the head of school or his or her designee.

Item 5

The KIPP Tech Valley Charter School shall comply with Education Law § 2856(3) governing the use of private funds, which shall be used to further the goals of the charter school and cannot be used contrary to applicable law or terms of the charter.

Item 6

In addition to Section IX of the application, the charter agreement between SUNY and the applicants of KIPP Tech Valley Charter School stipulates extensive financial oversight by CSI over the School, including a prior-opening checklist (Exhibit B-Prior Action Protocol) and regular financial reporting (Section 5-Financial Operation and Exhibit C-Monitoring Plan). These steps, in addition to the school's own policies, will ensure fiscal controls adequate to protect School assets.

Item 7

Grants that will be applied for include the Federal PCSP (for which it is too premature for us to apply at this time), State Stimulus Fund (if appropriated by the Legislature), and Walton Family Foundation grants (as committed in the letter of assurance from KIPP National in Attachment 8-11). A planning year provides additional time to undertake these efforts and we will apply for Federal PCSP funds in Fall 2004 for planned use in 2005.

Item 8

We anticipate being able to access a line of credit for any necessary funds, particularly the relatively small amount of \$25,000 in question here, if needed. However, the \$25,000 listed as "to be raised" is highly unlikely to be needed in light of the very conservative revenue assumptions (e.g., no special education funding assumed from the district, even though the school will provide some services) and because the AOE/TAPU funding levels are at or slightly above the current year amount for 2003-04, rather than reflecting an annual increase.

Items 9 and 10

The KIPP Tech Valley Charter School acknowledges the Department's suggestion regarding the formatting of the curriculum.

Item 11

The KIPP Tech Valley Charter School will assess student in accordance with their IEPs, as required in Part 200.4(d)2(vi) of the Regulations of the Commissioner. As required for students with disabilities, the Committee on Special Education (CSE) will decide for each student on a case-by-case basis and document on the student's Individualized Education Program (IEP) whether the student will participate in the general State assessment, in a locally selected assessment, or in the New York State Alternative Assessment for Students with Severe Disabilities (NYSAA). The Charter School will make arrangements for and follow the specific assessment prescriptions outlined in each special education student's IEP.

Items 12 and 13

It is impossible to determine what special education services will be necessary to meet the needs of students that will attend the School, since the student population has not yet been determined.

It is intended that when students' IEPs require such services typically provided onsite such as resource room activities, special classes, consultant teacher programs, etc., KIPP Tech Valley will provide such services onsite. Many other services required under students' IEPs for which KIPP anticipates contracting with an appropriate certified or licensed provider – including physical, occupational, and speech therapy – also are intended to be provided onsite to the degree most practical and as required under the IEPs.

Other “tentative framework” items are outlined in the charter application in Attachment 18A on page 1 (special classes; etc.), page 2 (anticipated special education staffing), and page 3 (a non-inclusive list of special education services for which KIPP is prepared to contract).

As the KIPP Tech Valley Charter School increases in size, additional and appropriate resources, including staff and space, will be provided to meet the needs of students with disabilities. Also, in order to meet the needs of students with disabilities, the School has: a) included funding for a special education coordinator and a special education teacher (see Attachments 42, 45 and 46); b) budgeted significant annual funding (\$25,000 in Year 1 increasing to \$41,441 in Year 4) for contractors for special education services (Attachments 45 and 46); and, c) planned for additional space to accommodate student needs such as resource rooms and special classes (Attachment 53).

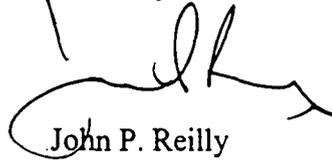
Finally, in addition to a special education coordinator and teacher, a part-time special education staff position will be added beginning in Year 3 to meet the demand increased enrollment and ensure that these responsibilities are carried out (see Attachment 46-1). If necessary, the planned part-time staff position will be made a full-time position. If necessary and appropriate, additional staff may be added to provide the necessary special education services.

Item 14

The first full paragraph (sentence) with its three bullets in the second page of the general description of reasons for the Committee on Special Education to meet regarding disciplinary infractions by students with disabilities (Attachment 33-2) has been deleted. A revised Attachment 33 is submitted hereto.

Please be advised that in submitting to the Institute the enclosed amendments to the charter application for the KIPP Tech Valley 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,

A handwritten signature in black ink, appearing to read "John P. Reilly", written over a printed name.

John P. Reilly

Enclosures



Charter Schools Institute
State University of New York

10

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

March 2, 2004

James R. Butterworth, Ph.D.
Assistant Commissioner
Office of School Improvement
and Community Services (Regional)
New York State Education Department
Room 475 EBA
Albany, New York 12234

Charter Schools Unit

MAR 02 2004

Dear Dr. Butterworth:

In response to your request for clarification, dated February 24, 2004 regarding the application for the KIPP: Tech Valley Charter School, the Charter Schools Institute provides the following.

- A cover letter from the applicant, John Reilly, dated March 1, 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 Request for Clarification follow below.

* * *

Item 1

The Charter Schools Law does not require an applicant to reside in the district of the proposed charter school. Although the applicant does not reside in the City of Albany, he does reside in the Capital Region which includes Troy, Albany and Schenectady. The applicant has been advised not to respond to this comment.

Items 2 - 7

The applicant has provided the requested information in the Applicant Cover Letter.

Item 8

The Institute does have signed copies of the Requests for Information on file

Item 9

The applicant has reiterated in the Applicant Cover Letter that the school will not have any enrollment preferences.

Item 10

The applicant has provided clarification in the Applicant Cover Letter, and submitted a revised Attachment 12B.

Items 11

In Attachment 16 the applicant has provided an overview of the proposed charter school's assessment program which includes formal and informal, group and individual assessments and an array of tools to be used. In Attachment 18, the applicant specifies that "the school will 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." We believe it is inappropriate and unnecessary for the applicant to spell out in detail the operational aspects as requested by the Department.

The applicant has reviewed your comments, and during the course of the 2004-05 planning year, will continue to develop and refine operational components of the KIPP: Tech Valley Charter School in order to establish a school that will have the capacity to assess all students, including those with disabilities, appropriately and effectively. Therefore, on the advice of the Institute, the applicant has not responded to this item.

Item 12

The applicant states on Attachment 18A-2 that the school plans to hire an appropriately certified special education teacher and to provide services to the greatest extent practical using that resource. The applicant further states that if the school is "unable to provide services to the extent necessary" the school "will rely on the school district of the student's residence to provide services." Again, the Institute does not believe that a charter school, especially one with a

planning year, should be required to provide the type of operational details requested by the Department. The applicant has indicated the school's intentions and given assurances to abide by the laws governing the education of students with disabilities. The applicant has been advised not to respond to this request.

Item 13

The Institute does not believe an additional assurance is necessary since the applicant has already made statements and given assurances that the school will ensure that students with disabilities receive the programs and services indicated on their Individualized Education Programs (IEPs). See the Institute response to Item 12.

Item 14

The applicant has made the requested revisions to Attachment 18A.

Item 15

The applicant has indicated in the assurances on Attachment 18B-2 that the special education coordinator will both retain data and prepare reports for the school. In the professional opinion of the Institute it is unnecessary to alter the application to duplicate this information in Attachment 18A. On the advice of the Institute, the applicant has not responded to this request.

Item 16

Again, the proposed KIPP: Tech Valley Charter School has more than a year to work through the specific processes to be used to ensure that the school remains in compliance with the IDEA. The Institute has advised the applicant not to respond to this request.

Item 17

The applicant has indicated in the assurances on Attachment 18B-2 that the school will abide by the applicable provisions of the IDEA and FERPA. In the professional opinion of the Institute it is unnecessary to either include the list of provisions or to incorporate them by reference. It would be redundant, and therefore we have advised the applicant not to respond to this request.

Item 18

The applicant has made the requested revision to Attachment 32.

Items 19-22

The Institute finds both the tenor of the requests and the level of detail requested by the Department troubling. First, the Institute and the applicant are well aware that the charter school cannot function as a Committee on Special Education, cannot govern the actions of a school district, and therefore cannot guarantee that a school district take certain actions within a given length of time. However, the Institute believes that it is in the best interest of the students for the charter school to develop and maintain good working relationships with the students' districts of residence, and we encourage such practices. The applicant has given his assurance that the school will comply with applicable laws regarding this area, and that should be sufficient. Second, it is clear from the persistent theme of the requests that the Department is seeking to have the applicant lay out in specificity the implementation of the proposed charter school's actual discipline of students with disabilities. This is totally unacceptable. The applicant has a

planning year in which to refine and develop operational and programmatic processes and procedures, as has been stated before. The application is a frame, and the Institute is satisfied with the applicant's responses. Therefore, the applicant has been advised not to respond to these items.

Item 23

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]. The Institute has advised the applicant not to respond to this request.

Item 24

In the professional opinion of the Institute, the applicant has provided sufficient information. The Institute has advised the applicant not to respond to this request.

Item 25

In the professional opinion of the Institute, the applicant has provided sufficient information. The Institute has advised the applicant not to respond to this request.

Item 26

In the professional opinion of the Institute, the applicant has provided sufficient information. The Institute has advised the applicant not to respond to this request.

Item 27

Donations of \$25,000 are not claimed through year four as stated in the Department's comment. See Attachment 46. The school indicates it will need a modest short-term line of credit or loan of \$25,000 at start up. In the professional opinion of the Institute, the applicant has provided sufficient information. The Institute has advised the applicant not to respond to this request.

Items 28-30

The applicant has used NYSED publications (e.g., Learning Standards, Resource Guides, Core Curriculum) in the development of the curriculum and has crosswalked the curriculum with the State performance standards. The Institute concludes that the curriculum meets or exceeds the student performance standards. Although the Institute "recommends" the use of the curriculum crosswalk format, developed collaboratively by the Institute and the Department, applicants are not required to use it. What is critical is that the curriculum provides the standards, key ideas and performance indicators in a cogent manner that demonstrates that the curriculum can be used to successfully guide students to the achievement of the standards. The Institute will not require the applicant to re-format the curriculum. To do otherwise flies in the face of one key premise of charter schools – to reduce the "red tape" associated with the educational system.

Item 31

The applicant's statement on page 1 of Attachment 42 indicating that the school has no plans to include teaching assistants or paraprofessionals was qualified by the phrase "at this time." The Institute believes that the applicant has demonstrated keen foresight by understanding that, depending on the school's student population, a time may come where there is a need for assistants or paraprofessionals. The current language and job description would allow the school

the flexibility to provide additional instructional support for students without needing to request a change in the school's charter. On the advice of the Institute, the applicant will not respond to this request.

Item 32

The Institute directs the Department's attention to the KIPP: Tech Valley Admissions Policies and Procedures found at Attachment 31. The policies and procedures do not include the completion of the KIPP Commitment to Excellence form which is a traditional part of the KIPP model. The applicant has included, in the Applicant Cover Letter, some additional discussion of the KIPP Commitment to Excellence form, clearly indicating that is not an admission requirement.

Item 33

The applicant has revised Attachments 6, 8, 12B, 16, 19, 22, 26, 31, 33 and 54 in response to the Department's requests.

Responses to additional requests for clarification, dated February 26, 2004

Item 1

The applicant has reviewed the Department's comments and will make use of the resources in providing an appropriate education for students who are English Language Learners (ELL)/Limited English Proficient (LEP). Also, see comments in the Applicant Cover Letter.

Items 2 and 3

The applicant has deleted the outdated information, and submitted a revised Attachment 19 to incorporate the suggested process for identifying students who are ELL/LEP.

Item 4

The applicant has revised Attachment 19 to reflect the information regarding the exit criteria provided by the Department.

Items 5 – 7

The Institute directs the Department's attention to Attachment 42, the Roster of Instructional Staff, where the applicant states that the school will hire certified teachers, with the exception of any that may teach pursuant to the provisions of the Charter Schools Law, Section 2854(3)(a-1). The school also indicates that it will hire consultants to provide services, such as tutoring, for students who are ELL/LEP.

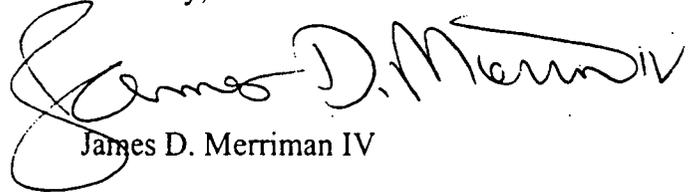
With regard to the Department's request for the applicant to provide an inordinate amount of additional program details regarding the provision of programs and services for students who are ELL/LEP, the Institute believes the applicant has provided sufficient responses and has been advised to not respond beyond the changes referenced above. Again, we reiterate that the applicant has a planning year in which to refine and further develop the school's daily operational and programmatic procedures and process. It is inappropriate to request that level of specificity.

* * *

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,

A handwritten signature in black ink, appearing to read "James D. Merriman IV". The signature is fluid and cursive, with a large initial "J" and "M".

James D. Merriman IV

Enclosures

c: John P. Reilly
Darlene Mengel

March 1, 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 KIPP: Tech Valley Charter School

Dear Mr. Merriman:

In response to the letter from the State Education Department, dated February 24, 2004, seeking clarification or amendment of the application for the KIPP: Tech Valley 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 February 24, 2004 letter.

Item 1

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

Item 2

Jason Brooks' contact information is:

[REDACTED]
Saratoga Springs, NY [REDACTED]
[REDACTED]

REDACTED

Item 3

Eric Burnett's contact information is:

Eric H. Burnett
[REDACTED]

Loudonville, NY [REDACTED]
[REDACTED]

RECEIVED

MAR 01 2004

Charter Schools Institute

Item 4

Sabrina Johnson's contact information is:

Sabrina Johnson

[REDACTED]

Albany, NY [REDACTED]

[REDACTED]

Item 5

David Levin's contact information is:

[REDACTED]

[REDACTED]

New York, NY [REDACTED]

[REDACTED]

Item 6

Lisa Coldwell O'Brien's contact information is:

Lisa Coldwell O'Brien

[REDACTED]

North Greenbush, New York [REDACTED]

[REDACTED]

REDACTED

Item 7

Nancy Sciocchetti's phone number is [REDACTED].

Item 8

Please refer to the Institute's response to this item

Item 9

KIPP Tech Valley Charter School will have no enrollment preferences. Pages 11-3 and 11-4 of Volume I refer to a "targeted student population." This refers to the population that we believe will attend the school and will derive the greatest benefit from the programs that we offer. However, we will not restrict eligibility using an enrollment preference as stated on Page 20-1.

Item 10

The phrase "additional qualifying instruction" refers to those classes offered during the longer school day (for example additional math and ELA) which may qualify for additional funds. To clarify this, we have changed the phrase to "the qualifying additional instruction."

A revised Attachment 12B is submitted hereto.

Items 11 - 13

Please refer to the Institute's response to these items.

Item 14

A revised Attachment 18A is submitted hereto.

Items 15 - 17

Please refer to the Institute's response to these items.

Item 18

A revised Attachment 32 is submitted hereto.

Items 19 - 31

Please refer to the Institute's response to these items.

Item 32

The KIPP Commitment to Excellence Form, which is included in Volume II, Appendix III, is a useful document that parents will be asked to complete. However, per our Admissions Policies and Procedures as found in Attachment 31, it is not a requirement of admission.

Item 33

Revised Attachments 6, 8, 12B, 16, 19, 22, 26, 31, 33 and 54 are submitted hereto.
A revised Exhibit D is submitted hereto.

Responses to additional requests for clarification, dated February 26, 2004

Item 1

Thank you for the link and document reference for updated information regarding the education of students who are ELL/LEP. I'm sure that the material will be valuable in our planning and we will also ensure that it is available to administrators and teachers.

Items 2 - 4

A revised Attachment 19 is submitted hereto.

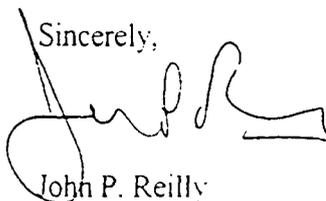
Items 5 - 7

Please refer to the Institute's response to these items.

* * *

Please be advised that in submitting to the Institute the enclosed amendments to the charter application for the KIPP:Tech Valley 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,



John P. Reilly

Enclosures

Charter **ols Unit**
FEB 09 2004

CHARTER

DATED AS OF FEBRUARY 2, 2004

BETWEEN

BOARD OF TRUSTEES OF THE
STATE UNIVERSITY OF NEW YORK

AND

APPLICANT FOR THE
KIPP TECH VALLEY CHARTER SCHOOL

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CHARTER

This agreement is executed on this 2nd day of February, 2004 by and between the Board of Trustees of the State University of New York (the "Trustees") and John Reilly (the "Applicant(s)") to establish and operate the KIPP TECH VALLEY 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, the Prior Action Visit Protocol and Checklist, attached hereto as Exhibit B (the "Prior Action Protocol"), the Monitoring Plan, attached hereto as Exhibit C (the "Monitoring Plan"), the policies regarding educational service providers, attached hereto as Exhibit D (the "Educational Service Provider Policies"), and the additional assurances and terms, if any, set forth collectively and attached hereto as Exhibit E (the

“**Additional Assurances and Terms**”), 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 set the terms for the operation of the School and 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**”). The certificate of incorporation, otherwise known as the provisional charter, may not modify or limit any terms of the Charter.

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, as set forth at 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 this 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, 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 Application contains 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.

1.5 Facility. 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 Application (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 year in which the School intends to first provide instruction, the School Corporation may not commence instruction until the start of the succeeding school year, 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 Application does 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.

1.6 Location. Subject to the requirements of paragraph 1.5 of this Charter Agreement, the School Facility shall be at the address(es) identified in the Application, or, if none is identified, in such other building(s) within the school district or specified section thereof (in the case of schools located in the New York City School District, the borough or specified section within a borough) identified in the Application. Except as set forth below, the School may not change its location without obtaining prior written permission from the Trustees. The School may change its physical location or obtain additional facilities within the same school district or specified section thereof (in the case of the New York City School District, the borough or specified section within a borough), identified in the Application without prior written approval by the Trustees, provided that the School Corporation obtains the Permits as are required by paragraph 1.5 of this Charter Agreement, as well as 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 and the Regents 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 together with a schedule equivalent to the Facility Completion Schedule and a statement setting forth the material terms of the lease or purchase agreement as well as a statement from counsel to the School Corporation that he/she has reviewed such terms; and

(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 and the Regents with the notice period and schedule required by this paragraph, together with all material terms regarding the lease and purchase of the new proposed facility and the letter from School Corporation's counsel described in subparagraph B, above, 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.

SECTION 2. OPERATION OF SCHOOL

2.1 Mission Statement. The School Corporation shall operate under the mission statement set forth in the Application. The School Corporation shall have the authority to modify the mission statement upon approval of the School Board, and such modification shall not be deemed a revision to the Charter.

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 described in the Application, or as specifically directed by the Trustees in approving the Application (which ages, grades and numbers, if different than those set forth in the Application, shall govern). The School Corporation must obtain prior written approval from the Trustees prior to:

(A) enrolling any student, who, if enrolled, would cause the School's total enrollment to exceed the maximum projected enrollment of the School for that academic year (as set forth in the Application or if specifically directed by the Trustees, then as directed by the Trustees) (the "**Projected Enrollment**") by more than ten percent (10%) or twenty-five (25) students, whichever is less; or

(B) commencing or continuing instruction where the total number of students enrolled is less than eighty-five percent (85%) of the Projected Enrollment or the total enrollment of the School is less than fifty (50) students.

A school may make reasonable modifications as to the number of students in any particular grade, and number of students within a class, to accommodate staffing exigencies and attrition patterns but may not without written permission eliminate a grade or students within a grade that the school was scheduled to serve.

2.3 Admission. Any child who is qualified under the laws of New York for admission to a public school is qualified for admission to the School. Admission of students to the School shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry, provided that nothing in the Charter shall be construed to prevent the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure, as may be provided for in the Application. The School shall utilize reasonable outreach and marketing measures to make potential applicants aware of opportunities for enrollment there, including those measures, if any, that are set forth in the Application. The Trustees, upon a finding that the outreach and marketing measures taken by the School Corporation are inconsistent with such measures as are outlined in the Application or required by law, 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. If there are more eligible applicants for enrollment in a particular grade than there are spaces available, applicants for such spaces shall be selected for enrollment by a random selection

process. Notwithstanding the above, an enrollment preference shall be provided to pupils returning to the School in the second or any subsequent year of operation, unless expelled for cause, pupils residing in the school district where the School is located, and siblings of pupils enrolled in the School. The School Corporation may refuse admission to any student who has been expelled or suspended from a public school until such period of suspension or expulsion has expired, consistent with the requirements of due process. Additional admission policies and withdrawal procedures shall be implemented as set forth in the Application, with such changes that the School Corporation may from time to time make, so long as such changes are consistent with applicable law. Notwithstanding the previous sentence, any change to the School's admissions policies regarding any preferences afforded to students at-risk of academic failure, or any single-sex admissions limitation, as such preferences are set forth in the Application or by amendment to the Charter, shall require prior written approval by the Trustees and, if material, may require a revision to the Charter.

2.4 Educational Program. The School Corporation shall implement and provide educational programs, including the curriculum and pedagogical approach, that are designed to permit and do permit the students to meet or exceed the performance standards adopted by the Regents. The School Corporation shall have the right to make modifications, amendments or revisions to the educational program, including its curriculum and pedagogical approach, in order to permit the School to meet its educational goals and student achievement standards, including the performance standards adopted by the Regents.

2.5 Evaluation of Students. The School Corporation shall implement student assessment requirements applicable to other public schools, except as otherwise specifically provided in the Act and administer Regents examinations to the same extent such examinations are required of other public school students. In addition, the School shall supplement those assessment tools with the other assessment tools, if any, set forth in the Application or in the accountability plan (the "**Accountability Plan**"), which plan is further described below.

2.6 Accountability Plan. By May 15 of the school year in which the School Corporation commences instruction, the School Corporation agrees to conceive and implement its Accountability Plan that sets forth the School's goals and how progress towards and attainment of each such goal shall be measured during the life of the Charter. The Accountability Plan shall replace and substitute for the assessment measures and educational goals and objectives set forth in the Application, but shall not provide for less stringent assessment measures or educational goals and objectives than those set forth in the Application. If the Accountability Plan in its final form contains assessment standards or educational goals or objectives which are less stringent in any material respect from those set forth in the Application, then the Accountability Plan shall be deemed a revision of the Charter and shall be subject to the Trustees' approval and review and comment by the Regents as provided in subdivision 2852(7) of the Education Law. The specific terms, form and requirements of the Accountability Plan, including any required goals and measures, are determined by and set forth in the Accountability Plan Guidelines (the "**Accountability Plan Guidelines**") maintained and disseminated by the Trustees.

2.7 School Calendar; Hours of Operation. The days and hours of operation of the School shall not be materially less than those set forth in the Application and in no event shall the School provide less instructional time during a school year than is required of other public schools. It is understood that generally, a materially lesser amount shall be more than ten percent (10%) less total time than that amount set forth in the Application.

2.8 Disciplinary Code. The School Corporation shall implement rules and procedures for discipline, including guidelines for suspension and expulsion, consistent with those set forth in the Application. Changes to the School's discipline policy shall be approved by the School Board. Such changes shall not be deemed to require a revision to the Charter. The rules and procedures shall be consistent with the requirements of due process and with federal laws and regulations governing the placement of students with disabilities, including but not limited to, the Individuals with Disabilities Education Act and 34 C.F.R. 300 - 399.

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

2.10 Code of Ethics. The School Corporation, its trustees, officers and employees shall be guided by the code of ethics of the School set forth in the Application, and the School Corporation shall disseminate the code in written form to its trustees, officers and employees. All modifications to the code of ethics shall require prior written approval by the Trustees.

2.11 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.

2.12 Governance. 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 Application (the "Founding School Trustees").

(A) 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 2.13 of this 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 violation of its Charter and may, at the sole discretion of the Trustees, be placed on probation. The School Board shall operate pursuant to its by-laws (the "By-laws"), including but not limited to, the term of office permitted, qualifications required of members of the School Board and the provisions for the election and appointment of new members. The School Board shall duly ratify the By-laws within thirty (30) days of the Effective Date. The By-laws may not be amended in any material respect without the prior written approval of the

Trustees and in no event can they conflict with any term of the Charter or law. Where changes are material, the School Board shall submit to the Trustees a duly approved resolution of the School Board calling for such material changes to the By-laws, but may not put such changes into effect until and unless the School Board receives approval from the Trustees, which shall not be unreasonably withheld. The School Board shall have final authority for policy and operational decisions of the School though nothing shall prevent the School Board from delegating decision-making authority to officers and employees of the School Corporation. Notwithstanding any provision to the contrary in the Charter, in no event shall the School Board, at any time, be comprised of voting members of whom more than forty percent (40%) 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 such as parents, subsidiaries, affiliates and partners. The Trustees may, at their sole discretion, waive this restriction upon a written request from the School. Where the School Corporation has engaged a management company, no employee, director, officer, employee, agent or individual otherwise affiliated with such company and/or any related entity or entities shall be eligible to serve on the School Board.

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

(C) Each School Board member who has served on the School Board during a school year shall file annually a disclosure report (the "**School Board Trustee Disclosure Report**"), the form and requirements of which shall be provided by the Trustees. The School Board Trustee Disclosure Report shall set forth and attest to transactions between the School Corporation and a School Board member, as well as other interested transactions, that transpired during that school year as such transactions are defined from time-to-time by the Trustees. As set forth in paragraph 6.1 of this Charter Agreement, the School Board Trustee Disclosure Report for each board trustee will be submitted yearly as part of the School's Annual Report. In the event that any School Board member resigns from or otherwise leaves the School Board without having submitted a Disclosure Report for the then current school year, the School Corporation shall provide the Trustees with a record of all transactions between that former School Board member and the School Corporation that transpired during that school year.

2.13 Selection of New School Board Members. All individuals elected or appointed to the School Board shall possess appropriate qualifications for such. Prior to the appointment or election of any individual to the School Board who is not a Founding School Trustee, the School Board must submit to the Trustees (pursuant to a duly approved resolution of the School Corporation) the name of the proposed member of the School Board 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 member of the School Board, 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 member may be seated by the School Board. A failure by the School Corporation or

the proposed member to timely provide the School Trustee Background Information to the Trustees shall be grounds for rejection.

2.14 Grievance Procedure. The School Corporation shall implement and maintain a grievance procedure consistent with the procedure set forth in the Application. The School Corporation may make modifications or additions thereto which are consistent with applicable law, including due process, so long as they are adopted by the School Board. A copy of the School Corporation's grievance procedure shall be distributed to the parents and/or guardians of students enrolled in the School and made available to all others requesting a copy. The School Corporation shall also provide a copy of the School's current grievance procedure to the Trustees. Should the School Corporation modify or replace its grievance procedure without providing a copy of the new or modified grievance procedure to the Trustees, such new or modified grievance procedure shall not be deemed to be of any force or effect. Upon resolution of a grievance, the School Corporation shall provide, as part of its notice to the grievant, notice that the grievant may appeal the decision of the School Corporation to the Trustees of the State University of New York.

2.15 Partnership with a Management Company. To the extent that the Application contemplates entering into a contract with any entity (whether for-profit or not-for-profit), under which such entity will provide all or a substantial portion of the services necessary to manage and operate the School, then the School Corporation, by June 1 of the year in which the School is scheduled to first provide instruction, shall enter into a legally binding and enforceable agreement with such entity named in the Application (the "Management Company") in a form substantially similar to that contained in the Application ("the Management Contract"). The Management Contract shall set forth with particularity inter alia, the extent of the Management Company's participation in the organization, operation and governance of the School. Such Management Contract shall be consistent with the Educational Service Provider Policies set forth at Exhibit D. The Educational Service Provider Policies set forth at Exhibit D shall apply to the Management Contract for the life of that contract, but should the School, subsequent to the execution of this Charter, enter into any new, modified or additional management contract or contracts, these shall be consistent with such revised Educational Service Provider Policies as may be utilized by the Trustees at that time. Thirty (30) days prior to entering into the Management Contract, the School Corporation shall provide a copy of the Management Contract in final form to the Trustees for its review and comment. Such Management Contract shall be accompanied by a letter from a licensed attorney retained by the School Board in such form as described in Exhibit D. Should the School Corporation enter into any new, modified or additional management contract or contracts as described above, the accompanying attorney letter or letters shall be in a form utilized by the Trustees at that time. The School Corporation shall not enter into any contract for comprehensive school management services to be performed in substantial part by any other entity not identified as such in the Application without receiving prior written approval from the Trustees. To the extent that the Application contemplates that the School Corporation was to be operated with the assistance of a Management Company under a Management Contract, the School Corporation shall obtain the prior written approval of the Trustees prior to operating the School without such Management Company's assistance.

2.16 Parental and Staff Involvement. The School Corporation shall take steps and implement such processes as are consistent with those described in the Application to promote parental and staff involvement in school governance.

2.17 Student Transportation. The School Corporation shall meet the transportation needs of students ineligible for transportation pursuant to section 3635 of the Education Law to the extent provided for in the Application. 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 Application, 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.

2.18 Health Services. The School Corporation shall provide such health services as are set forth in the Application or otherwise required by law.

2.19 Food Services. The School Corporation shall provide appropriate food services consistent with those outlined in the Application.

2.20 F.O.I.L. and Open Meetings Law. The School Corporation shall 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.

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 Application 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 Application, 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 subdivision 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 Application.

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 Application.

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 New York Code of Rules and Regulations.

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. The School Corporation shall provide a statement to the School Board with a copy 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; and
- (B) payroll procedures; and

(C) accounting for contributions and grants; and

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

(E) appropriate internal financial controls and procedures.

The Initial Statement shall be reviewed and ratified by the School Board. Subsequently, the School Corporation shall 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. 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 Application.

5.6 Funding Procedure. The School Corporation shall maintain accurate enrollment data and daily records of student attendance and shall report enrollment to school districts of residence of its students in a timely manner. Pursuant to subdivision 2856(1) of the Education Law, payments by the districts of residence shall be made in six substantially equal installments each year, the first on the first business day of July and every two months thereafter, such amounts to be calculated as set forth at section 119.1 of Title 8 of the New York Code of Rules and Regulations.

5.7 Exemption from Taxation. The School Corporation shall be exempt to the same extent as other public schools from all taxation, fees, assessments or special ad valorem levies on its earnings and its property, including property leased by the School Corporation. Instruments of conveyance to or from the School Corporation and any bonds or notes issued by the School Corporation, together with income therefrom, shall at all times be exempt from taxation.

5.8 Collateral for Debt. The School Corporation may pledge, assign, or encumber its assets to be used as collateral for loans or extensions of credit. However, the School Corporation shall not pledge or assign monies provided pursuant to subdivision 2856(1) of the Education Law in connection with the purchase or construction, acquisition, reconstruction, rehabilitation, or improvement of the School Facility.

5.9 Tuition and Fees. The School and School Corporation shall not charge tuition or fees to any student, provided that the School may require the payment of fees on the same basis and to the same extent as other public schools.

5.10 Outside Funding. The School Board may accept gifts, donations or grants of any kind made to the School Corporation and expend or use such gifts, donations, or grants in accordance with the conditions prescribed by the donor. However, no gift, donation or grant may be accepted if subject to a condition that is contrary to any provision of law or term of the Charter.

5.11 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.

5.12. 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 Application 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 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 of each calendar year in which the school provided instruction (or received funding under subdivision 2856 of the Education Law) in the preceding school year, the School Corporation, pursuant to subdivision 2857(2) of the Education Law, shall submit to the Trustees and the Regents an annual report (the "**Annual Report**"). 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 New York Code of Rules and Regulations; and

(B) a discussion of the progress made towards achievement of the goals set forth in this Charter and the Application, which to the extent permitted by the Regents shall be in the form of the accountability progress report (the "**Accountability Progress Report**") described at paragraph 6.3, below; 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) the school calendar for the present school year, 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

(E) 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. Such assurances shall include, but not be limited to, a statement that all applicable leases, certificates and approvals necessary to operate the School at the School Facility are in full force and effect; and

(F) 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

(G) 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

(H) a brief statement setting forth changes to the school's educational program 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 Monitoring Plan and Oversight. The School Corporation and the School Board acknowledge that the Trustees, or their authorized agents, have the right to oversee the School's operations in all respects, including 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 C. In addition, 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 is not satisfactory, or that the School Corporation is not in compliance with the terms and conditions of the Charter or applicable law, 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 be in derogation of the Trustees' or the Regents' rights, obligations and ability to

revoke the Charter, place the School Corporation on probationary status, or initiate mandatory remedial action in accordance with section 2855 of the Education Law and paragraph 8.4 of the Charter Agreement.

6.3 Accountability Progress Reports. By August 1 of each calendar year in which the School provided instruction in the preceding school year, the School shall submit to the Trustees a comprehensive Accountability Progress Report. The Accountability Progress Report shall be in a format to be determined by the Trustees and must contain data addressing each goal and measure in the Accountability Plan. The School must submit in conjunction with each Accountability Progress Report supporting data in a form required by the Trustees in order for the Trustees to substantiate and verify all reported outcomes. To the extent permitted by the Regents, the Accountability Progress Report may be submitted in satisfaction of the requirement set forth at paragraph 6.1(c) of this Charter Agreement. Accountability Progress Reports shall meet the other standards and requirements of the Trustees. Additional reports on progress against specific accountability goals may be submitted to the Trustees at any time as "Interim Accountability Progress Reports." Should the Accountability 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 enter into a Corrective Plan pursuant to paragraph 6.2 of the Charter.

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 schools.

7.2 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 of the School Board or any employee of the School Corporation 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. As set forth in paragraph 2.12(C) of this Charter Agreement, each School Board member shall annually file with the Trustees a Disclosure Report describing any and all transactions between the School Corporation and the School Board member which transpired during that school year.

SECTION 8. RENEWAL AND TERMINATION

8.1 Renewal Notice. No later than August 1 in the calendar year prior to expiration of the Charter, unless such date is waived by the Trustees at their sole discretion, 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 8.5 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 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.

8.4 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.

8.5 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 Application, 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 Institute, the Trustees or the Regents except as required by law or this Charter, and that none of the 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 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 Application. The parties hereto expressly agree that the Application sets forth the overall goals, standards and general operational policies of the School, and that the Application is 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 Application, the School Corporation shall be permitted to implement such policies, procedures, and specific terms of operation, provided that such policies, procedures and terms of operation are (i) not otherwise prohibited or circumscribed by the Act, other applicable law or the Charter, and (ii) are not materially different from those set forth in the Charter. Where there is a conflict between the terms of the Charter Agreement and the Application, 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, these terms and conditions 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 the 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 Application 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 Application 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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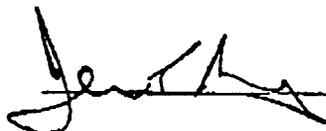
BOARD OF TRUSTEES OF THE
STATE UNIVERSITY OF NEW YORK

 2/2/04
Date

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

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

KIPP TECH VALLEY CHARTER SCHOOL

 2/2/04
Date

By: John Reilly

Title: Applicant

EXHIBIT A

APPLICATION

EXHIBIT B**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.		

OPERATIONS

Satisfactorily Completed	Item	Comments	Date Completed
	Arrangements have been made for food service.		
	Provisions have been made for health services and immunizations, if appropriate.		
	Provisions have been made for supplemental transportation of students if any are to be provided.		
	There are written plans for such life safety procedures as fire drills and emergency evacuation.		

FINANCE

Satisfactorily Completed	Item	Comments	Date Completed
	There is evidence of an accounting system with internal controls and fiscal policies.		
	A payroll system has been established.		

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

EXHIBIT C

**MONITORING
PLAN**

Monitoring Plan

As provided in Paragraph 6.2 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), 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 Trustee's 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 Act. 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;
 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 D

EDUCATIONAL SERVICE PROVIDER POLICIES

EDUCATIONAL SERVICE PROVIDER POLICIES

The following policies are in force with regard to any and all agreements between the School Corporation and educational service providers ("ESP"s):

1. The School Board must retain independent legal counsel to review and negotiate the ESP agreement. Legal counsel for the School must not represent the ESP or principals thereof. The ESP agreement must be an arms-length, negotiated agreement between an informed School Board and the ESP. Prior to the School Board's approval of the ESP agreement, the School Board must obtain a legal opinion from its legal counsel, in a form and manner as set forth in Schedule A, and submit a copy of the legal opinion to the Charter Schools Institute on behalf of the Trustees.

2. The ESP agreement shall not restrict a School Board from waiving such governmental immunity as it may enjoy or require a School Board to assert, waive or not waive its governmental immunity.

3. The ESP agreement must contain at least one of the following methods for paying fees or expenses: (i) the School Board may either pay or reimburse the ESP for approved fees or expenses upon properly presented documentation and approval by the School Board; or (ii) the School Board may advance funds to the ESP for the fees or expenses associated with the School Corporation's operation provided that documentation for the fees and expenses are provided for School Corporation Board ratification.

4. The ESP agreement must contain a provision that all finance and other records of the ESP related to the School Corporation will be made available to the School Corporation's independent auditor.

5. The ESP agreement must not permit the ESP to select and retain the independent auditor for the School Corporation.

6. If an ESP purchases equipment, materials and supplies on behalf of or as the agent of the School Corporation, the ESP agreement shall provide that such equipment, materials and supplies shall be and remain the property of the School Corporation.

7. The ESP agreement must contain insurance and indemnification provisions outlining the coverages the ESP will obtain. The ESP's insurance is separate from and in addition to the insurance the School Board is required to obtain under the Contract.

8. The maximum term of an ESP agreement must not exceed five academic years.

SCHEDULE A

[Date]

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

Re: [Name of School Corporation] Educational Service Provider (ESP) Agreement with
[Name of ESP]

Dear Sir:

In my capacity as legal counsel to [Name of School Corporation] (the "Charter School"), I have represented the Charter School in connection with the proposed Educational Service Provider agreement between the Charter School and [Name of ESP]. As Charter School legal counsel, I have reviewed copies of the following documents:

1. The proposed Educational Service Provider Agreement, (the "Agreement"), between the Charter School and [Name of ESP];
2. The charter, dated as of [DATE], between the Board of Trustees of the State University of New York and the Charter School (the "Charter"), including the "Educational Service Provider Policies" (the "Policies") located at Exhibit D.

I have also reviewed the bylaws of the Charter School, and originals or copies of such other documents, records, and statements of facts as I deemed relevant, and I have made such other investigations and inquiries, as I have determined necessary for the purpose of rendering the opinions set forth herein.

Based upon the foregoing, I am of the opinion that:

1. The Charter School is a New York nonprofit corporation duly organized, validly existing and in good standing under the laws of the State of New York and has full power and authority to enter into the Agreement.
2. The Charter School's execution, delivery and performance of the Agreement does not violate any term or provision in the Policies and, to the best of my knowledge after due inquiry, the Charter School Board has complied with all terms and provisions in the Policies.

3. The Charter School's execution, delivery and performance of the Agreement does not permit or require an improper delegation of the Charter School Board's:

- a) statutory and fiduciary responsibilities under applicable law; or
- b) obligations and duties under the Charter.

In addition, the Agreement does not conflict with any of the provisions of the Charter.

Very truly yours,

[Name of Charter School Legal Counsel]

EXHIBIT E**ADDITIONAL ASSURANCES
AND TERMS**

Charter School
FEB 09 2004

CHARTER SCHOOL APPLICATION TRANSMITTAL FORM AND COVER SHEET

Working Name of Charter School: KIPP TECH VALLEY CHARTER SCHOOL

Applicant Contact: John P. Reilly
Print or type name

[Signature]
Signature

APPLICANT CONTACT INFORMATION

Mailing Address: [Redacted] Troy, NY [Redacted]

Telephone: [Redacted]

Facsimile: [Redacted]

E-mail: [Redacted]

Partner Organization: KIPP FOUNDATION, INC.

Contact: David Levin [Redacted]

SCHOOL SUMMARY

First year grade levels to be served: FIFTH GRADE
(2005-06)

First year targeted enrollment: 90

Location (school district): ALBANY, NEW YORK

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
www.newyorkcharters.org

REDACTED

FOR OFFICE USE ONLY:
Received by: [Signature]
Date Received: 9/30/03
2003-181

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KIPP: TECH VALLEY CHARTER SCHOOL

The Knowledge Is Power Program (K.I.P.P.)
New York State Charter School Application

Submitted to the SUNY Charter Schools Institute
September 2003

VOLUME I - ATTACHMENTS

SECTION I
ESTABLISHMENT AND SCHOOL DESIGN.

KIPP: Work hard. Be nice.

1. NAME OF THE PROPOSED SCHOOL

The name of the proposed school is KIPP Tech Valley Charter School.

2. APPLICANT

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 the contact information set forth above for that individual. In addition, 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 Applicant for the KIPP Tech Valley Charter School is John P. Reilly. Mr. Reilly is a founding member of the KIPP Tech Valley Charter School Board of Trustees and a community member (resident of North Greenbush, New York). A Request for Information form for John Reilly can be found in Appendix V. Mr. Reilly's contact information can be found on the *Transmittal Form and Cover Sheet* of this Application.

The contact person for this Application is David Levin. All correspondence regarding this charter school application should be directed to:

David Levin

Superintendent

KIPP New York

[REDACTED]

[REDACTED] New York [REDACTED]

[REDACTED]

Fax [REDACTED]

[REDACTED]

REDACTED

3. ANTICIPATED OPENING DATE FOR THE CHARTER SCHOOL

July 18, 2005 is the proposed opening date for KIPP Tech Valley Charter School. The School year will commence with a mandatory summer session for all students. The summer session is a regular part of the school year and is a feature common to all KIPP schools.

4. REQUESTED INITIAL TERM

The requested initial term for KIPP Tech Valley Charter School is five (5) years, with the charter effective upon approval and issuance by the State Board of Regents. The Founders propose that the five-year charter comprise an initial planning year, followed by four academic years.

5. ENROLLMENT SCHEDULE

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 kindergarten, please indicate the minimum age that the school will require a child to have attained to be eligible for enrollment.

Following the planning year in 2004-05, KIPP Tech Valley Charter School will open in 2005-06 with 90 students in the fifth grade. Each year thereafter, one grade level will be added as a new class of fifth graders is admitted. By 2008-09, KIPP Tech Valley Charter School will serve grades five through eight and will enroll no more than 360 "KIPPsters." The average class size will be 23 students per classroom. The diagram below details the projected school enrollment for KIPP Tech Valley Charter School.

	2004-05 Year 1	2005-06 Year 2	2006-07 Year 3	2007-08 Year 4	2008-09 Year 5
Fifth Grade	90	90	90	90	90
Sixth Grade		90	90	90	90
Seventh Grade			90	90	90
Eighth Grade				90	90
Total		90	180	270	360

6. GROWTH PLAN

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.

KIPP Tech Valley Charter School will open as a middle school serving 90 students in grade five and subsequently expand by adding a grade each year until the School serves 360 students in grades five through eight. This growth plan has been strategically selected in order to fulfill the School's mission of providing educationally underserved or "at-risk" students with the knowledge, skills, and character needed to succeed in top-quality high schools, colleges, and the competitive world beyond. This growth plan has three key components: 1) Middle-school focus; 2) Growing one grade level per year; and 3) Small school size (fewer than 400 students.)

Middle School Focus

Like all KIPP schools, KIPP Tech Valley Charter School will be a middle school serving grades five through eight. The Founders agree with KIPP's findings that the fifth grade is a critical year in terms of getting students caught up to grade level and preparing them for the best high schools and colleges in the country. While most public schools will consider the sixth grade to be the beginning of middle school, KIPP has found the gains to be steeper and more dramatic between grades five and six, than those gained between grades six and seven. Another reason for choosing a middle school is that the KIPP network has a history of success in opening high performing middle schools. KIPP Tech Valley Charter School will take full advantage of KIPP's 32-school network and will leverage its resources in all facets of the School's operations including evaluation, school finance, culture setting, curriculum, professional development, and business operations.

Growing One Grade Level Per Year

The Founders of KIPP Tech Valley Charter School understand how vital the first operational year is to a school. Expectation levels and School culture are established within the very first few months, and set the tempo for the rest of the school's life. Starting off on bad footing can cause or create permanent, irrevocable damage. By starting in the fifth grade, and growing one grade level a year, the School can maximize its chances of establishing a strong, healthy, learning culture. This, in turn, greatly increases the school's likelihood of success in improving the abilities and habits of all students.

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Growing one grade level each year also minimizes the amount of variation attributed to new staff, new curriculum, and new students. The benefits of this strategy are proven and are at the core of every KIPP School's successful track record.

Small School Size

In order for a School Leader to be effective, he/she must be aware of all activity within the school in addition to activities outside of school, especially with regard to the family situations and the personal lives of the students. A School Leader must be in touch with *all* of the students and their families in order to be effective. Through experience, successful KIPP schools have found that approximately 360 students is the maximum number that a School Leader can effectively serve.

7A. SIMILARLY SUBMITTED APPLICATION

Indicate whether you have submitted a substantially similar application to another charter entity simultaneous with submission of 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 KIPP Tech Valley Charter School have not submitted a substantially similar application to another charter entity.

7B. PREVIOUS CHARTER SUBMISSIONS

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.

The Founders of KIPP Tech Valley Charter School have not submitted a charter school application prior to this one.

8. APPLYING IN CONJUNCTION WITH AN ENTITY

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 partnership with the organization.

KIPP Tech Valley Charter School will be established in conjunction with the KIPP (Knowledge Is Power Program) Foundation (herein referred to as "KIPP National")

Educational Partner

KIPP National
345 Spear Street
Suite 510
San Francisco, California 94105
(415) 399-1556 (w)
(415) 348-0588 (f)

Contact Person

David Levin

[REDACTED] NY (w)
[REDACTED] (f)
[REDACTED]

REDACTED

Overview - KIPP National

KIPP is a national non-profit organization that trains School Leaders to open and run academically rigorous public schools. All KIPP schools provide educationally underserved students with the knowledge, skills, and character needed to succeed in top-quality high schools, colleges, and the competitive world beyond. KIPP National will not manage the School, as school management is not part of KIPP National's mission. Instead, KIPP National leverages its resources to support the development of ambitious KIPP School Leaders and high-performing KIPP schools across the United States.

KIPP National is committed to the success of every KIPP School, and will leverage the experience and expertise gained from existing successful KIPP schools. As part of the KIPP School Leadership Program, KIPP National will provide support services to KIPP Tech Valley Charter School for at least its first two academic years. These services:

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encompass all facets of school operations including: leadership training, facilities identification, curriculum development, financial planning, professional development and school evaluation. While each KIPP School Leader is empowered to operate his/her school in a manner he or she sees fit, these services are of significant value to the schools, especially during their start-up period. The benefit of having access to the institutional knowledge gained by KIPP National from nearly a decade of operating highly successful schools is an advantage that is unique to the KIPP program.

For KIPP Tech Valley Charter School, KIPP National will apply its human and financial resources to ensure that the overwhelming majority of KIPP Tech Valley Charter School students achieve dramatic academic gains and stay on track to gaining admission to the very best high schools and colleges in the nation. These services may include, but are not limited to: providing a line of credit to support school start up, procuring insurance for the school, dispatching KIPP National staff to assist in student and teacher recruitment, providing technical and legal support, and sharing classroom "best practices," curriculum development and teacher workshops.

Following its initial two years of operation, certain specialty services may be provided to the school on a requested basis for an at-cost fee. Direct services that are tied to the academic performance of the School, such as school evaluation, curriculum development and teacher training, always will be provided on a pro-bono basis. Other indirect services such as long-term facility identification, student information systems and certain professional development activities may be associated with fees in the future. Currently, however, there are no fees for any of these services for any KIPP school.

KIPP National Areas of Support

KIPP National has developed a structured program to support the start-up and ongoing operations of KIPP Tech Valley Charter School. The main areas of support consist of: **1) Instructional Leadership, 2) Organizational Leadership and Culture, 3) Operations Leadership, and 4) Community Development.** KIPP National has a resource team for each of these and is dedicated to the development and support of KIPP Tech Valley Charter School. (see pages 9-11 of Attachment 8 for a letter from KIPP National setting forth the services and financing that will be provided to

the KIPP Tech Valley Charter School. See Exhibit H – Appendix I for a letter from KIPP National and a sample trademark licensing agreement that specifies the services that KIPP will provide to the KIPP Tech Valley Charter School.)

KIPP National's Instructional Leadership Team has worked with the Founders of KIPP Tech Valley Charter School to develop a challenging set of academic standards and practices. KIPP's Leadership Team is comprised of leading educators with a proven record of success in developing academically rigorous middle schools. The Team will work with the chosen School Leader to implement the curriculum, instructional practices, academic standards, evaluation and assessment criteria, and teacher professional development plans based upon some of the best middle schools in the country. In addition to these areas, the Instructional Leadership Team also will assist with textbook selection, special education planning, and state and advanced test preparation readiness. As KIPP Tech Valley Charter School increases its student population, the academic services team will continually evaluate new programs and curricula that align with the school's vision and goals. Jeff Rutel is the Northeast Director of Instructional Leadership for KIPP National.

KIPP National's Organizational Leadership and Culture Team will assist KIPP Tech Valley Charter School in executing its vision and in ensuring that all key members of the school community are integrated into the KIPP environment. This team specifically focuses on recruiting students and high-quality teachers for KIPP Tech Valley Charter School. The Leadership and Culture team also helps to establish policies for student management, assists in planning the school events calendar, and organize the formal and informal parental involvement activities at KIPP Tech Valley Charter School. As students matriculate through the school, this team will train staff members and assist in the creation of a college-preparatory high school admission program for the placement of all KIPP Tech Valley Charter School KIPPsters upon graduation. Sam Lopez is the Northeast Director of Organizational Leadership and Culture Team for KIPP National. Sam Lopez served as Principal for KIPP Academy in Houston, Texas for three years.

KIPP National's Operations Leadership Team will train and assist KIPP Tech Valley Charter School staff to establish a high standard of operational excellence in their schools. This team focuses on school finance, systems and policies, accountability,

procurement, facilities, human resources, and information technology. The Operations Management team will work with the School Leader and the Board of Trustees of KIPP Tech Valley Charter School: (a) beginning at the startup phase, as the facilities group assists in identifying a building for the school; (b) to the development phase, as initial budgets and policies are set; (c) to the operational phase, as classroom, office, and technology materials are procured; (d) through the ongoing operations phase, as school accountability is tracked and plans are modified for future growth. This team consists of individuals with legal, business, and educational backgrounds who will join together to service and support KIPP Tech Valley Charter School. During the final six months of start-up, the School Leader will participate in a series of three-day conferences to be held every 6-8 weeks, along with the rest of the 2004-2005 class of KIPP Fellows, to receive training in Operations Management. Darryl Cobb, the Director of the National Operations Leadership team, is a graduate of the Kellogg Graduate School of Management at Northwestern and a former consultant and Diamond-Cluster Consulting.

The Founders and KIPP's Trailblazing Team will work to identify individuals in the Capital District who share a common interest in the mission of KIPP Tech Valley Charter School. Specifically, KIPP's Trailblazing Team will work with the Founders and School Leader to identify community- and education-based organizations for partnerships, and fundraising. As KIPP Tech Valley Charter School transitions from startup to school operations, the Community Development Team will provide additional expertise in Board governance and the development and execution of fundraising programs.

Finally, KIPP Tech Valley Charter School's membership in the team and family of KIPP schools will be subject to a License Agreement (See Appendix I) that will include numerous provisions regarding the use of the KIPP name and brand. This license outlines the assurances of quality control and continuing compliance with KIPP's Core Pillars, and annual multi-day school inspections and assessments by KIPP National.

Selection of KIPP National as a Partner

Albany is in great need of a strong public middle school. Both of the city's public schools are on the State Education Department's 2003-04 list of Schools in Need of Improvement. The Founders have selected the Knowledge Is Power Program

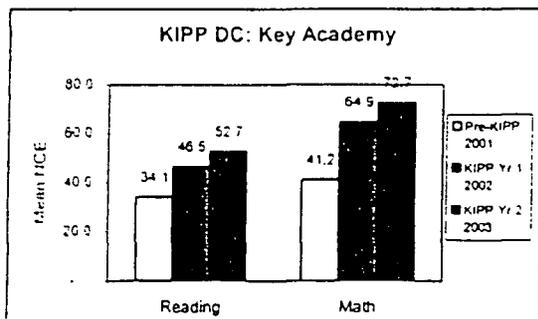
our education partner for the school. KIPP is a highly regarded national program dedicated to opening and sustaining high-achieving public middle schools of choice.

KIPP's Track Record of Success

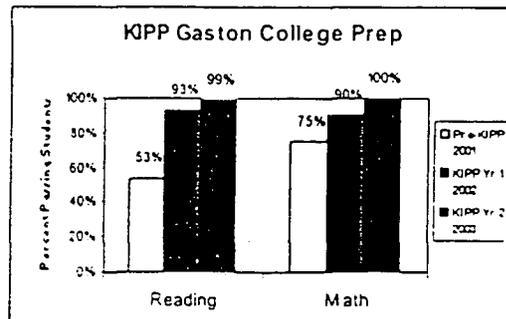
Since 1999, both KIPP Houston and KIPP Academy New York (Bronx) have successfully placed nearly all of their graduates in college preparatory high schools: institutions that have rigorous educational programs with over 90 percent of its graduates attending college. High school admissions officers know that a KIPP graduate has the academic, intellectual and character skills necessary to succeed in a hard-working, high-achievement atmosphere. Figure 1.2 on the following page displays the academic gains made by students within their first two years at a KIPP School. Figure 1.3 provides detailed information on the high schools that KIPP graduates attend. These figures prove that KIPP works. Across the country, KIPP Schools are preparing low-income middle school students for rigorous high schools, college and the world beyond.

Hundreds of educators, parents, professors, and interested citizens visit KIPP Schools each year to glean best practices given KIPP's success in boosting academic achievement performance gains and implementing strong school-wide cultures. In 2002 alone, KIPP Academy in the Bronx received over 800 visitors. KIPP has been covered by the New York Times, the Washington Post, Newsweek, People, Education Week, Business Week, ABC's Good Morning America, CBS's 60 Minutes and many others. The Heritage Foundation, a Washington D.C.-based think tank, named KIPP Academy in the Bronx, New York as one of the twenty-five most effective inner-city schools in the nation. Today, KIPP is considered to be one of the most promising initiatives in public education. In fact, new KIPP Schools opened in the past two years are achieving at exceptionally high levels. Figure 1.1 below shows standardized test results from KIPP schools that have been in operation for only one or two years.

Figure 1. 1 – Standardized test results of new KIPP Schools



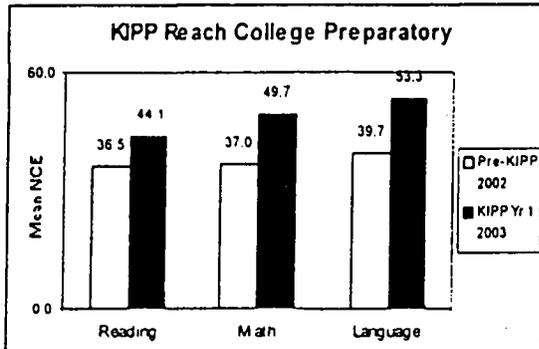
Washington, DC: At KIPP DC: KEY students take the Stanford-9 when



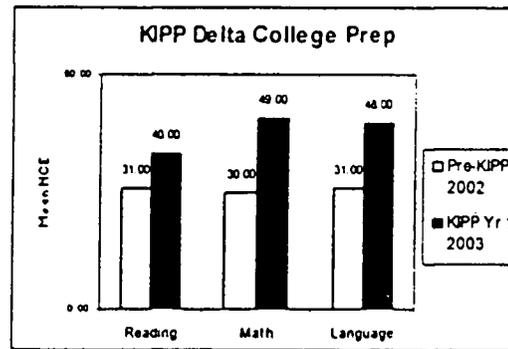
Gaston, NC: KIPP Gaston College Preparatory fifth and sixth grade

they enroll in the school. This serves as the baseline measure to allow the school to assess the academic progress of its students in the first year. The Stanford-9 is a national norm-referenced exam. Normal Curve Equivalent (NCE) scores, which are similar to percentile ranks, range from 1 to 99 and are used to assess students' educational growth. Students have achieved normal education growth if their NCE scores remain the same from year to year.

students took the North Carolina End of Grade Tests in spring of 2003. The tests are criterion-referenced state exams administered to students in grades 3-8 every spring. The above graph displays the percentage of students who met or exceeded grade level standards prior to enrolling at KIPP and then after completing their first and second years at KIPP.

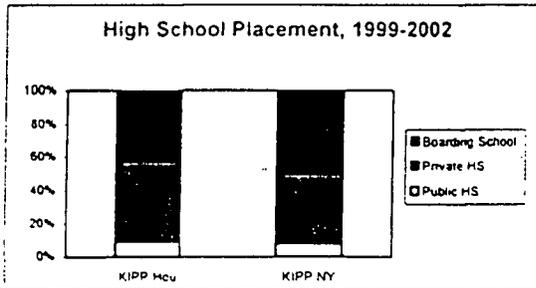


Oklahoma City, OK: KIPP Reach College Preparatory fifth graders took the Iowa Test of Basic Skills (ITBS) in the fall of 2002 and spring of 2003. They achieved significant growth in all subjects, including a 34% increase in both math and language skills. ITBS is a national norm-referenced exam. Normal Curve Equivalent (NCE) scores, which are similar to percentile ranks, range from 1 to 99 and are used to assess students' educational growth. Students have achieved normal education growth if their NCE scores remain the same from year to year.



Helena, AR: KIPP Delta College Preparatory School students took the Stanford-9 when they enrolled in the school. This serves as the baseline measure to allow the school to assess the academic progress of its students in the first year. The Stanford-9 is a national norm-referenced exam. Normal Curve Equivalent (NCE) scores, which are similar to percentile ranks, range from 1 to 99 and are used to assess students' educational growth. Students have achieved normal education growth if their NCE scores remain the same from year to year.

Figure 1.2 – High School Placement data from KIPP New York and KIPP Houston¹



Sample Boarding School Placements
 Phillips Andover Academy (MA), Phillips Exter Academy (NH), Deerfield Academy (MA), Choate Rosemary Hall (CT), Pomfret School (CT), Milton Academy (MA), Brooks School (MA), Midland School (CA), Saint Mark's School (MA), Cate School (CA), Millbrook School (NY), Concord Academy (MA), Eagle Rock School (CO), Hotchkiss School (CT), Hockaday School (TX).

The test scores shown above are particularly extraordinary considering that students are admitted to the school by a random lottery process and that a majority of the students are performing below grade level when they enroll in KIPP schools.

(Additional background information on KIPP National can be found in Volume 2 of this Application, Appendix III.)

1. THE KIPP SCHOOL LEADERSHIP PROGRAM

The founders of KIPP National have achieved success operating under the philosophy that school leadership determines school performance. The KIPP School Leadership Program was created to replicate the success of the original two KIPP Academies (in

¹ Over 95% of all KIPP graduates that attend independent schools receive substantial scholarship awards from the high schools. Many "KIPPsters" receive multiple offers, many for full scholarships.

Houston and the Bronx) by training a superior group of new School Leaders. An initial class of three fellows has now grown to a 2003-2004 class of 9 fellows, selected from over 400 applications – a competitive acceptance rate of less than 5%. While many of KIPP's practices are replicated in schools across the country, only a graduate of the KIPP School Leadership Program (also known as a Fisher Fellow during the first year of training) is permitted to found a KIPP School. The program provides the School Leader/Fisher Fellow with a paid stipend of \$50,000 to complete three key training components that are vital to starting a KIPP school: the KIPP School Leadership Institute, KIPP Residencies and School Start-Up Assistance.

I. The School Leadership Institute

The six-week School Leadership Institute conducted at the Haas School of Business of the University of California, Berkeley, provides School Leaders/Fisher Fellows with the essential organizational and academic leadership skills that are most relevant to opening and operating successful KIPP Schools. Institute course work takes place during the summer and is directed by top business school professors from across the nation, as well as experts on academic leadership, nonprofit management, school finance, governance and operations. Topics covered include organizational culture, finance and instructional leadership and management.

The Institute's dynamic instructional setting immerses Fellows in an intense academic environment. Class sessions include participation in case studies, discussions and role-playing. The Institute culminates with each Fellow presenting his or her own school vision, academic plan and business plan. (Additional detail on the Institute can be found in Volume 2 of this application, Appendix IV.)

II. The Residency Period

The three-month Residency period allows KIPP Fellows to experience first-hand the culture and activities of KIPP schools and other exemplary academies in preparation for starting and leading their own KIPP schools. Throughout the fall months, Fellows rotate through each of the key school roles, learning by assisting the school principal, teachers, office managers, development directors, counselors and other staff. Fellows serve as residents in several different KIPP schools over the course of four months to broaden their perspective on leadership and effective school models. The Residency is further

enhanced by two conferences focusing on specific operational and leadership issues that will impact the success of their schools.

III. School Start-Up Assistance

After the Institute and the Residencies, all KIPP Fellows return home to their communities for the final six months of the start-up period. Fellows receive assistance and guidance in all facets of the start-up, including: school facilities, charter development, fundraising, academic planning, business operations and community support initiatives. Additionally, all KIPP Fellows are provided a \$15,000 line of credit that is used to cover costs such as business dinners, minor equipment purchases, telephone charges, copying, etc. This term for this line of credit is one-year and is valid from 2004 through June 30, 2005.

2. KIPP NATIONAL SUPPORT DURING STARTUP AND BEYOND

KIPP National's ongoing commitment to and support of KIPP Tech Valley Charter School will take multiple forms. KIPP National's facilities group will work with the School Board and the Board of Trustees to identify a building suitable for the school. As part of the KIPP network, KIPP Tech Valley Charter School has taken advantage of KIPP National's real estate identification and development resources. In similar fashion, KIPP National's Academic Services Group has worked with the Founders to develop a challenging academic standards and practices, aligned with the New York State Standards. Through its established relationships with Teach for America, New Teacher Project and other groups, KIPP National will also assist KIPP Tech Valley Charter School with the recruitment of outstanding teachers who are capable of delivering extraordinary KIPP-like results.

KIPP:National

November 13, 2003

James D. Merriman
Executive Director
Charter Schools Institute
State University of New York
74 North Pearl Street, 4th Floor
Albany, NY 12207

**Re: KIPP Tech Valley Charter School Application;
Response to Request for Amendment No. 8**

Dear Mr. Merriman:

As requested in SUNY's November 5, 2003 Response 1(a) to KIPP Tech Valley Charter School's Request Number 8, this letter will set forth the services and finances that the Foundation will provide to KIPP Tech Valley Charter School should it be approved.

Services provided to KIPP Tech Valley Charter School

KIPP Foundation will invest close to \$350,000 in the training of personnel and start-up support. This support is described in a section entitled "KIPP National Areas of Support" in Attachment 8 to the original application.

This support will consist of both formal and informal training to the school leader and concentrated support to the school once opened. Dedicated full-time staff will deliver twelve months of intense training and continue to provide expert support in academic design, community development, operations management, and school culture once the school is underway. On top of this expert support coming from the national office, regional staff in Chicago, New York, Boston and Washington, DC will be committed to supporting KIPP Tech Valley in on-site operations, recruiting and fundraising.

In the first year of the KIPP School Leadership Program, the Fisher Fellowship, the school leader of KIPP Tech Valley Charter School will receive intensive classroom training at the Summer Institute and participate in hands-on Residencies at exemplary schools.

Hosted during six weeks in July and August, the Leadership Institute, at the University of California, Berkeley's Haas School of Business, establishes foundational knowledge and skills in three curricular areas: Instructional Leadership, Organizational Leadership, and Operational Leadership. Classes are led by premier business school professors, nationally recognized experts, and experienced KIPP staff. Each Fisher Fellow gains greater knowledge, skills, and confidence that will be reflected in a school design plan and individual learning goals. The Institute lays the foundation for learning that takes place during the Fellowship year and beyond.

Residencies consist of two one-month stays at KIPP Schools and exemplary schools that employ KIPP's Five Pillars. By integrating themselves into the culture and daily life of the host school, the school leader-in-training will learn how to use KIPP's mission and the Five Pillars to guide decision-making and daily interactions with parents, teachers, and students. An Intersession brings Fisher Fellows together for two weeks of ongoing

KIPP:National

training, debriefing, and further personal and professional evaluation. Fall training concludes with visits to first- or second-year KIPP Schools.

The calendar year ends as the start-up phase begins, with Start-up Bootcamp, an intensive two-week training session that consists of more instructional, operational, and organizational systems training. Fisher Fellows regroup with KIPP regional teams to finalize the steps necessary to open new schools in the next six months.

Upon returning to Albany, the school leader will begin school start-up work with the help of KIPP's regional teams. Over \$150,000 in support from the following groups will be provided to the school:

- : The Instructional Leadership department helps schools maintain a high standard of instructional excellence. Support occurs through training, site visits, and coaching in areas like standards and curriculum, instructional methods and materials, instructional supervision and coaching, student assessment, and school improvement planning.
- : The Organizational Leadership department offers high quality training that ensures an understanding of key issues like leadership, school culture, student and parent engagement, staff management, community relations, and legal issues and governance.
- : The Operational Leadership department provides formal training and individual consultation to help develop essential tools like financial planning and management, human resources management, systems and processes, facility management, and fundraising.

Additional benefits during the Fisher Fellowship year provided directly to the school leader include:

- : A \$50,000 annual stipend
- : Employment benefits, including medical, dental, vision, life insurance, and a 401(k) retirement plan
- : Travel to and housing during all KIPP training events

Trailblazers help Fisher Fellows develop a founding board of directors, form partnerships with community groups, identify a school facility, and secure a charter or contract with a local school district or state board of education. Support from the trailblazing team averages \$90,000 for each fellow.

Finally, the national support team of technology, legal, and communications personnel spends a third of their time in direct support of school leaders in their planning year. That portion of their time adds up to \$40,000 per fellow.

KIPP Foundation is dedicated to making KIPP Tech Valley a place where children excel through hard work and dedication. We must practice what we teach: There are no shortcuts for KIPP students, and there are no shortcuts for us. Starting charter schools is hard work, and we will be committed to KIPP Tech Valley becoming a successful and highly respected charter school where students achieve at the highest level.

Finances provided to KIPP Tech Valley Charter School

As described in Attachments 44, 45 and 46, the Foundation will provide access to a variety of financial resources designed to aide KIPP Tech Valley in establishing a firm fiscal footing.

The KIPP Foundation will provide the school with a \$15,000 line of credit in the first few months of the school's operation. An interest rate of 3% line of credit will apply, and each school will have the entire school year to repay the line of credit.

KIPP:National

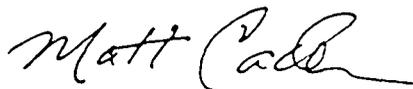
The entire cost of the Fisher Fellowship is covered by the KIPP Foundation. Some of the costs of this program will be covered by unrestricted grants to the foundation and others will be covered by grants targeted towards direct support for Fellow Salaries.

As the KIPP Foundation opens schools in underserved communities across the country, the Walton Family Foundation remains an invaluable partner. Charter schools we have opened have received an average of \$10,000 in planning grants and \$130,000 in funds for school implementation. The Walton Family Foundation remains committed to providing this support early in the process of school start-up. The entire amount of funding for each implementation grant has typically been awarded to each school in June or July. This provides critical cash flow support right before school starts.

KIPP has received consistent support from the Federal Department of Education for a commitment to providing an extended day and extended year academic program. We will continue to direct Federal dollars to new schools as we receive support from the Department.

We are eager to provide more opportunities for the children in New York and look forward to helping KIPP Tech Valley open its doors. The Walton Family, the Federal Department of Education and a growing number of regional and national philanthropists share our commitment to children, and we are thrilled that they continue to support our efforts. Our commitment to KIPP Tech Valley is sound, and we look forward to helping build a foundation of educational excellence in Albany.

Yours in the effort,



Matt Candler
Vice President, School Development

9A. RELATIONSHIP WITH KIPP NATIONAL

If the charter school would be established in conjunction with a for-profit entity (including but not limited to a management company) or a 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 for the contract's renewal and all provisions for termination; and
 - copies of the last two contracts that the management company has executed with operating charter schools (in New York and other states) and, if applicable, the status of those charter school' application for tax-exempt status under section 501(c)(3) of the Internal Revenue Code.
-

Not applicable. KIPP Tech Valley Charter School will not be established in conjunction with a for-profit entity or non-profit management company.

KIPP National is a national *non-profit* organization that trains School Leaders to open and run academically rigorous public schools. KIPP National is not a management company. KIPP National supports the continuing development of schools across the country that implement the KIPP model and are following the KIPP Five Pillars.

Even though this attachment is not responsive to 9A (because KIPP National is not a management company), please refer to Appendix I for the sample standard licensing agreement used by all KIPP Schools. This agreement will allow KIPP Tech Valley Charter School to use the "KIPP" name and associated trademarks. The example in Appendix I is from KIPP TEAM Academy Charter School in Newark, New Jersey.

9B. SELECTION OF KIPP NATIONAL AS A PARTNER

Please explain how and why the entity was selected.

Not applicable.

9C. BACKGROUND INFORMATION – KIPP NATIONAL

If Requests Nos. 9(a) and 9(b) are applicable to your application, then provide all of the following information. If not applicable, please so note and proceed to Request No. 10.

- Evidence that the corporate entity is authorized to do business in New York State;
 - The number of schools the entity presently manages (if any) and the location of those schools;
 - The length of time the entity has been in business;
 - The most recent annual report of the entity; and
 - A description or summary reports of student achievement results in schools managed by the entity.
-

Not applicable. KIPP Tech Valley Charter School will not be established in conjunction with a for-profit entity or non-profit management company.

Even though this attachment is not responsive to 9C (because KIPP National is not a management company), please refer to Appendices II and III for the following information:

1. *Length of time KIPP National has been in business;*
2. *Number of KIPP schools across the U.S.;*
3. *Student academic results of KIPP schools, and;*
4. *High School Placement for KIPP Houston and KIPP New York.*

SECTION II

SCHOOL MISSION AND SUMMARY

KIPP: Work hard. Be nice.

10. MISSION STATEMENT

KIPP Tech Valley Charter School's mission is to provide educationally underserved middle school students with the knowledge, skills, and character required to succeed in top-quality high schools, colleges, and the competitive world beyond.

KIPP Tech Valley Charter School will achieve its mission by: a) utilizing many of the best teaching practices used in the already-successful KIPP schools across the United States; b) implementing a rigorous curriculum designed to meet or exceed the New York Board of Regents performance standards; and c) upholding *KIPP's Five Pillars* of high academic achievement that are the common core principles of all KIPP Schools:

1. High Expectations
2. More Time on Task
3. Focus on Results
4. Power to Lead
5. Choice and Commitment

KIPP Tech Valley Charter School aims to improve the lives of the students it will serve and to demonstrate to local public schools that *there are no shortcuts* in public education and that by employing a simple formula of *hard work, more time on task and a relentless focus on results*, extraordinary academic results are indeed possible. For more information concerning KIPP's Five Pillars, please refer to Appendix III.

11. EXECUTIVE SUMMARY

The Albany City School District's public middle schools are failing their children and placing them at risk of academic failure, as three-quarters of all Albany public school students are entering high school below grade level. The results from the 2002 New York State 8th Grade Mathematics Exam (most recent published) show that 78 percent of District 8th graders are not proficient in New York State Math standards, that is, scoring at levels 1 or 2. Results from the 2003 8th Grade English Language Arts exam show that 73 percent do not meet English standards.

These alarming results manifest a disturbing trend in many public school districts in New York: a precipitous decline in academic performance of students between elementary and middle school years. For example, Albany School District results from state assessments in 8th grade are far worse than the already intolerable results in 4th grade, where 43 percent of students failed the Mathematics exam (2002) and 51 percent of students failed the English Language Arts exam (2003). In fact, 8th grade academic performance in Albany is so poor that both public middle schools—Hackett Middle School and Philip Livingston Magnet Academy—have been on the state's list of Schools in Need of Improvement for the last two years.

This trend must be reversed. The Founders of the proposed KIPP Tech Valley Charter School, in selecting the Knowledge Is Power Program, are committed to reversing this trend and establishing a model of success.

Responding to the need, and parental demand for improved public education alternatives, KIPP Tech Valley Charter School will be established in partnership with the KIPP Foundation as an academically intense college preparatory middle school, based on the highly successful KIPP model. The School will function as a public charter school, serving upper elementary and middle school students (grades 5-8).

The mission of KIPP Tech Valley Charter School is to provide educationally underserved middle school students with the knowledge, skills, and character needed to succeed in top-quality high schools, colleges, and the competitive world beyond. *An absolute hallmark of this mission is the overarching goal of matriculating all students to college.*

(Only 37 percent of students graduating from the Albany City School District earned a Regents Diploma in 2001-02.) The Founders of KIPP Tech Valley Charter School strongly believe that a college education is vital to gaining opportunities in life and being competitive in today's sophisticated workforce. Therefore, an immediate goal for the School will be to send each and every graduate of KIPP Tech Valley Charter School to a high school that is capable of preparing him/her to enroll in and successfully graduate from college.

Specifically, KIPP Tech Valley Charter School intends to place its graduating 8th grade students in top private schools, elite boarding institutions and successful public high schools so they may continue the rigorous and intense learning journey they will have started at KIPP. The KIPP Academy in the Bronx, NY regularly sends 50 percent of its graduates to nationally recognized boarding schools, over 40 percent to elite parochial schools within New York City, and another 10% to NYC Exam schools and/or charter schools. Most of the KIPP students attend these schools will full or partial scholarships - since 1999, the KIPP alumni/ae in the two original KIPP Schools in Houston and the Bronx have earned more than \$18 million in high-school scholarships. (In 2001 alone, KIPP Bronx eighth grade students earned over \$1.5 million in scholarships.) These financial awards are vital since 95 percent of the students at KIPP Bronx qualify for the federal free- or reduced-priced meal program and would otherwise not be able to attend these elite institutions.

KIPP Tech Valley Charter School aims to achieve similar results by following many of the strategies employed at these flagship schools in Houston and the Bronx, as well as those successfully employed by the other 32 KIPP schools across the country. The goal of KIPP Tech Valley Charter School is to provide its students with the same opportunities that are available to the most privileged of American families. The School intends to prove that through hard work, and regardless of one's background, anything is possible.

KIPP Tech Valley Charter School will achieve its mission by:

1. Spending more time on English and math than existing Albany public schools;
2. Creating a high-energy learning culture that tolerates no excuses for failure;
3. Enforcing a strict discipline system; and

4. Following a curriculum that is designed to meet and/or exceed the New York State Board of Regents standards.

KIPP has achieved unprecedented success without claims to innovative curriculum or cutting-edge teaching techniques based on new research. The curriculum at KIPP Tech Valley Charter School will be derived from a variety of existing models such as Core Knowledge (English), Saxon Math (Math) and Delta Science (Science). These models are currently being used successfully by thousands of schools across the nation. KIPP's approach is groundbreaking because it is so basic. Simply put, all staff members at KIPP Tech Valley Charter School will make a commitment to do whatever it takes to ensure that its students graduate with the knowledge, skills, and character needed to succeed in top-quality high schools, colleges and the competitive world beyond. As David Levin, principal of KIPP Academy New York, said in his 1999 CBS "60 Minutes" television interview: "If you make a commitment and teach in a high-quality way, your students will improve."

KIPP Tech Valley Charter School has a committed founding Board of Trustees from the Albany area that is representative of a cross-section of professional backgrounds, including business, technology, law, public relations, education, and public policy. Bringing their expertise together with KIPP National staff and corporate professionals will benefit the needs of middle school public education in Albany. (See Attachment 26 for additional information on the Board of Trustees.)

The School Leader will have undergone the KIPP School Leadership program as a Fisher Fellow (named after Doris and Donald Fisher, founders of The Gap clothing stores and financial contributors to KIPP National). Upon successful completion of this program, the School Leader will be hired by the Board of Trustees to open and lead the School. Throughout this experience, the School Leader and KIPP Tech Valley Charter School will have the full support of KIPP National in all facets of school start-up including business operations, curriculum development, financial planning, fundraising and Board development.

KIPP Tech Valley Charter School plans to open its doors in July 2005 with 90 fifth graders and will eventually grow to a full fifth through eighth grade school, serving no more than 360 students. The targeted student population for this school is "educationally

underserved" youth who are not on track to graduate from high school or enter college. This definition specifically includes students who are: 1) achieving below Level 3 proficiency on New York State Grade Four Assessments, 2) failing more than one of their core fourth grade academic subjects in their current public school; or 3) from a family that lives below the poverty level.

Going the extra mile is the norm at KIPP. Students will get a glimpse of the year of hard work that lies ahead prior to school opening. Every KIPP student (following enrollment) will receive at least one home visit from the school's staff and/or the School Leader prior to the beginning of the school year. The mission, rules and procedures of KIPP Tech Valley Charter School will be explained to the student and his/her parents or legal guardian. These personal visits will breathe life into the school's value system and serve as the family's first example of staff dedication. Also, in keeping with the KIPP philosophy of "No shortcuts and no excuses," all teachers will be available to the students via cell phone 24 hours per day / seven days per week so that parents and students can ask questions, report expected tardiness, or have an emergency contact.

KIPP Tech Valley Charter School students will spend more time on task, attending school from 7:30 a.m. to 5:00 p.m. during the week, for four hours on selected Saturdays, and for three to four weeks during the summer. In total, KIPP Tech Valley Charter School students will spend approximately two-thirds more time in class than their Albany City School District peers. All of these hours will be focused on improving the academic, intellectual, and character skills of each student. This additional classroom learning time is typical of KIPP schools nationwide and has repeatedly achieved remarkable academic and social progress within one year. For example, in its first year of operation, KIPP D.C. K.E.Y. Academy fifth graders collectively achieved a 6.4 grade level equivalency on end-of-year CTBS (Comprehensive Test of Basic Skills) math and reading tests. These are outstanding results, considering that these students enrolled at an average math and reading grade level of 3.7. The founders of KIPP Tech Valley Charter School plan to deliver similar results for the students and families of Albany, New York.

KIPP Credo:

If there is a problem, we look for a solution.

If there is a better way, we find it.

If we need help, we ask.

If a teammate needs help, we give it.

SECTION III

ACADEMIC PROGRAM, STANDARDS, CURRICULUM & ASSESSMENT

KIPP: Work hard. Be nice.

12A. 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.

KIPP Tech Valley Charter School will feature an extended school year, in session for over 220 days. This number includes Saturday sessions that are held at least twice each month. In addition, one month of summer school will be mandatory for all students, and take place prior to the regular school year.

Special Dates (Tentative):

- July 2005: 11-15 – Staff training
 16 – Summer orientation
 18 – Summer session begins
- August 2005: 12 – Summer session ends
- Sept. 2005: 1 – Fall orientation
 6 – Regular School session begins
 10, 17, 24 – Saturday classes
- October 2005: 3 – Parent Open House
 14-15 – Staff development (no classes)
 8, 22, 29 – Saturday classes
- Nov. 2005: 7 – Parent meeting
 18-19 – Staff development (no classes)
 24-27 – Thanksgiving Break
 5, 12 – Saturday classes
- Dec. 2005: 5 – Parent meeting
 24-Jan.2 – Winter/Christmas break (no classes)
 3, 10 – Saturday classes
- January 2006: 3 – School back in session
 5 – Parent meeting
 16 – MLK Holiday (no classes)
 20-21 – Staff training (no classes)
 7, 28 – Saturday classes

- February 2006: 6 – Parent meeting
20 – Presidents Day (no classes)
10-11 – Staff training (no classes)
4, 25 – Saturday classes
- March 2006: 6 – Parent meeting
17-18 – Staff development (no classes)
4, 11, 25 – Saturday classes
- April 2006: 3 – Parent meeting
8-16 – Spring Break (no classes)
17 – Classes resume
1, 22, 29 – Saturday classes
- May 2006: 1 – Parent Meeting
12-13 – Staff development (no classes)
6, 20, 27 – Saturday classes
29 – Memorial Day (no classes)
- June 2006: 5 – Parent meeting
12-17 – School end-of-year trip
21 – Last day of class
3, 10 – Saturday classes

12B. DAILY SCHOOL SCHEDULE

Provide a daily schedule of the periods of instruction, i.e. academic subjects, recess or recreation, study periods, and length of the school day, including start time and dismissal time for each grade that you are to serve during the term of the provisional charter.

The following is a daily schedule for the fifth, sixth, seventh and eighth grades at KIPP Tech Valley Charter School. All students, regardless of grade level, will start school at 7:25 a.m. and will remain until classes are dismissed at 5:00 p.m., Monday through Friday. On select Saturdays throughout the school year, students will attend enrichment classes from 9:00 a.m. to 1:00 p.m. The School shall apply for and use federal Title I and other applicable funds to help provide for the qualifying additional instruction resulting from the longer school day and year.

Daily Schedule – All grades

	Monday	Tuesday	Wednesday	Thursday	Friday
7:25-7:55	Breakfast/ Homeroom	Breakfast/ Homeroom	Breakfast/ Homeroom	Breakfast/ Homeroom	Breakfast/ Homeroom
8:00-8:45	Math	Math	Math	Math	Math
8:45-9:30	Math	Math	Math	Math	Math
9:35-10:20	English Language Arts				
10:20-11:05	English Language Arts				
11:10-11:45	Lunch	Lunch	Lunch	Lunch	Lunch
11:50-12:35	Social Studies	Science	Social Studies	Science	Social Studies
12:35-1:20	Social Studies	Science	Social Studies	Science	Science
1:25-1:40	Break	Break	Break	Break	Break
1:45-2:45	Reading/ Tutor time				
2:50-3:50	P.E.	Enrichment	P.E.	Enrichment	Culmination
3:55-5:00	Enrichment	P.E.	Enrichment	P.E.	Activity

On a weekly basis, all students will receive the following time allotments for the core academic subjects of mathematics, language arts (English), social studies, and science:

Math 7.5 hours per week

Language Arts 7.5 hours per week

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Social Studies	3.75 hours per week
Science	3.75 hours per week

For seventh and eighth graders, the "Enrichment Time" on the daily schedule will be used to provide instruction in the non-core academic areas required per NYCRR Section 100.4. One unit of study is defined as 180 minutes per week:

Technology Education	1 unit of study
Home and Career Skills ¹	$\frac{3}{4}$ unit of study
Health Education	$\frac{1}{2}$ unit of study
The Arts	$\frac{1}{2}$ unit of study + $\frac{1}{2}$ unit of study in visual arts
Library / Information Skills	1 period per week
Foreign Language	1 unit of study
Physical Education	3 periods for 1 st semester, 2 periods for 2 nd semester

More Time on Task

More time on task is central to the success of all KIPP schools. Note: the phrase is not "More time." More time for the sake of more time is a waste of resources and an excellent way to frustrate school staff. In fact, if the school is ineffective, more time aggravates this problem, causing school culture to suffer. More time on task, however, means that all students are learning and engaged at all times. This requires the School Leader and staff to maximize the 570 minutes they have with their students each day. Regardless of whether the students are in the classroom or in the hallways, the goal is to constantly take advantage of the 570 "teachable minutes" in a KIPP school day.

A typical day for a KIPPster is broken down according to the following schedule:

7:25 a.m. – 7:55 a.m. (Morning Work)

It is imperative that all KIPP Tech Valley Charter School students start the day on-task. During the time allotted for morning work, students will arrive for breakfast and work on 10-minute "Do Now" activities in math, reading, logic and critical thinking skills using a variety of cross-curriculum problem-solving activities. Having the students complete some

¹ It is expected that instruction will be provided in Family and Consumer Science and Career Development and Occupational Studies during the Enrichment Period. See proposed class schedule on Attachment 12B-1.

work, albeit a small amount, goes a long way in reinforcing what the teachers tell them everyday: "Come to school ready and prepared to work."

8:00 a.m. – 1:30 p.m. (Core Academic Subjects)

For the majority of the day, students are engaged in the standard curriculum areas of language arts, mathematics, science, social studies, fine arts, foreign languages, thinking skills, current events, technology, physical education and health. In addition, seventh and eighth grade students will receive Spanish language instruction (or Spanish literature for native speakers).

Core subject instructional time will take place from 8:00 a.m. to 1:30 p.m. and students will have a 35-minute lunch period. This time will provide a break for eating and a well-deserved rest from the instructional program.

1:45 p.m. – 2:45 p.m. (Reading Time / Extra tutoring)

Students will spend one hour reading on their own or receiving extra tutorial time from one of their teachers, depending on their needs. Students and teachers will divide into mixed groups within specific grade levels to read novels. During this time period, volunteers and guests will frequently assume the role of guest readers. This experience will expose students to the joy and love of reading. KIPP Tech Valley Charter School will encourage and motivate students to read on their own for pleasure and for information.

2:50 p.m. – 5:00 p.m. (Enrichment Period / Physical Education)

Students attend an Enrichment Period in which they have the option of working on homework, receiving individualized tutoring from teachers, or participating in group projects. Students who are not performing up to academic expectations will forego the enrichment period. Instead, these students will receive remedial instruction and attend study hall during this hour. The Enrichment Period will rotate with mandatory physical education classes every other day.

It will be mandatory for seventh and eighth grade students to participate in at least one sport or club activity. The extracurricular program will include competitive sports, such as football, volleyball, basketball, baseball, softball, and soccer, and may also include drama, dance team, orchestra, music, choir, school newspaper and magazine, yearbook, debate team and service projects.

After 5:00 p.m. (Computer Literacy and Extra Tutoring)

Students may stay after school twice a week to receive instruction and training in computer literacy.

Saturday Enrichment Classes

Students will attend Saturday classes from 9:00 a.m. to 1:00 p.m. During this time, students will participate in activities that will contribute to their becoming well-rounded individuals, such as swimming, martial arts, dance, art, step, soccer, basketball, guitar, and keyboard. Seventh and eighth grade students will utilize a portion of this time to continue practicing their extracurricular activity, and will have the option to stay at school for an additional two hours in the afternoon for SAT training. This early preparation should lead to higher marks on the PSAT and SAT. Saturday sessions will also be used as "catch up" time for those students who are struggling academically.

Summer Session

All students at KIPP Tech Valley Charter School will attend school during the summer. The summer school session will provide students, parents, and teachers with a head start in preparing for the upcoming academic year. Students will attend classes for six hours each day for four weeks. The school will work to align session dates with the Albany Public Schools' summer school schedule.

KIPP Tech Valley Charter School's summer session will be divided into two components. The first segment contains a weeklong staff development program that provides teachers an opportunity to design their goals, objectives, and curriculum for the summer and upcoming school year. Once the summer session has ended, teachers will continue their preparation by designing a curriculum for the fall that addresses specific needs and interests of the students that have been identified during the summer.

The second component of the summer session is brought to life when the students enter the classrooms. Teachers, students, and parents will become acquainted with the procedures and expectations demanded throughout the year. After assessing each student's individual strengths and weaknesses, teachers will emphasize the basics of English, math, science, and social studies. The summer session is also a time when the process of team building begins. Students will be introduced to the concepts,

challenges, strengths, and rewards of working as a team. Once the summer session has ended, teachers will continue their preparation by designing a curriculum for the fall that addresses the specific needs and interests of the students that have been identified during the summer.

For incoming fifth graders, the summer session is a time when students are introduced to and become acquainted with KIPP's unique culture. Below are activities that are covered during the first one to two days:

Summer Session Orientation

- 1) The year the students are going to college
- 2) Attendance expectations and name pronunciation
- 3) Teacher Introductions
- 4) Expectations and Quotes (Work Hard / Be Nice, etc.)
- 5) Dress Code
- 6) Journal entry - Why I joined KIPP
- 7) Name of bus routes (Named after colleges and universities)
- 8) Homework sheet and homework folder and headings
- 9) Discipline and Reward Systems
- 10) Teacher phone numbers and calling guidelines
- 11) Read Baby Read Chant
- 12) KIPP Credo –
 - If there is a problem, we look for a solution.
 - If there is a better way, we find it.
 - If we need help, we ask.
 - If a teammate needs help, we give it.

13. STUDENT ACHIEVEMENT GOALS

KIPP Tech Valley Charter School will have the following student achievement goals:

1. All students will meet or exceed the New York Board of Regents student performance standards for public schools, as measured by state assessments given in grades 5-8.
2. As a collective group (all students taking the state assessments), the KIPP Tech Valley Charter School will outperform all three public schools serving middle school students in the City of Albany (Philip Livingston Magnet Academy; William S. Hackett Middle School; and, New Covenant Charter School) in terms of percent passing (scoring level 3 or 4) and mean scale score.

More specific achievement goals will be developed in the first year of the School's operation as part of the KIPP Tech Valley Charter School Accountability Plan required by the State University Charter Schools Institute.

14. LEARNING STANDARDS AND CURRICULUM

Provide the proposed school's learning standards and curriculum, including a description of the skills and knowledge each student will be expected to attain by the end of each grade (or course) in each year of the charter. In addition, indicate that the education program you have described meets or exceeds the student performance standards established by the Board of Regents.

The learning standards and curriculum for the KIPP Tech Valley Charter School can be found in Volume II of this Application, Exhibit C.

15A. NEW YORK STATE ASSESSMENTS

KIPP Tech Valley Charter School will administer all required New York State assessments for the fifth through eighth grades that will be served by the school. In the event that additional New York State assessments are required by the State Education Department, KIPP Tech Valley will administer those assessments as well. The chart below outlines the state assessments the School will administer during its five-year charter and the months (if known) the tests are to be given. At this time, the School does not plan to administer the Optional Intermediate Level Technology Education assessment.

	Grade 5 (Exams administered beginning 2005-06 and thereafter)	Grade 6 (Exams administered beginning 2006-07 and thereafter)	Grade 7 (Exams administered beginning 2007-08 and thereafter)	Grade 8 (Exams administered beginning 2008-09 and thereafter)
Mathematics	New York State Mathematics Exam	New York State Mathematics Exam	New York State Mathematics Exam	New York State Mathematics Exam (May)
Language Arts	New York State English Language Arts Exam	NYS English Language Arts Exam	NYS English Language Arts Exam	New York State English Language Arts Exam (January)
Social Studies	New York State Elementary-Level Social Studies Exam (November)			New York State Intermediate-Level Social Studies Exam (June)
Science				New York State Intermediate-Level Science Exam (June)

15B. ADDITIONAL STANDARDIZED TESTS

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.

One of KIPP's Five Pillars is a focus on *results*. Simply stated, KIPP Tech Valley Charter School intends to measure its progress by the academic gains of its students. While standardized test data is not the only way to measure student performance, it certainly is one of the most important.

In addition to administering all required New York State assessments, which allow us to compare our results with neighboring schools, we will administer the Stanford Achievement Tests, Tenth Edition (Stanford-10) in Math and English. The Stanford-10 was chosen because it will allow us to compare our student performance with many KIPP Schools across the country since most KIPP Schools administer the Stanford-10. This comparison to other KIPP Schools will allow teachers to see how students performed on a comparative basis with students across the country that are attending similar schools with similar curriculum and educational programs. The Stanford-10 also provides for the analysis through the lens of race and socioeconomic status. In order to ensure that students of each racial and socioeconomic group achieve substantial improvements in Stanford-10 scores, we will disaggregate student test data by qualification for free or reduced price lunch, race, ELL status, special education status, and gender. Results from this disaggregated data will be distributed to teachers and allow us to ensure that all of our students, regardless of socioeconomic status, race or gender are effectively served.

At the beginning of each academic year, all incoming students in the fifth, sixth, seventh and eighth grades will be tested in order to determine their baseline performance level. At the end of each year, all students will be tested again to measure the academic gains achieved during the year. This will enable a value-added assessment comparison to be made for spring to spring. Information collected from these standardized tests will be used to develop the school's remediation curriculum for the summer session as well as the regular session curriculum.

During summer school in July before the beginning of the each academic year, all students will take the Stanford-10 to determine baseline data. Teachers and

administrators will use the data from the Stanford-10 to identify cohort and school wide trends in terms of students' areas of strengths and needs. This data will inform the overall direction of curriculum and classroom instruction. For example, if the cohort scored poorly in grammar, English teachers would make curricular and instructional adjustments and may shift the schedule to increase the time for developing grammar skills. Our teachers will also analyze the results to identify individual strengths and needs. This will help us to determine where a particular student needs additional tutoring or enrichment and which teacher(s) is best suited to deliver the support.

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.

KIPP Tech Valley Charter School will operate under the philosophy that assessment and instruction should be integrated, with the goal being a "seamless" education program that combines teaching with on-going analysis for student progress toward instructional goals. A range of assessment tools (detailed below) will allow the teachers and administrators to assess student progress, as well as critique the school's instructional program, quickly adjust and improve instructional practices, improve instructional materials, and establish new goals and expectations to better serve the student population. These assessments will be used to support the school's New York charter renewal (the process for doing so will be developed as required by the SUNY-CSI Accountability Plan.)

During the school year, student work would be evaluated in the following four ways:

1. **Formal Group Assessment.** Stanford-10 norm-referenced assessments will provide information on how each grade level is performing in comparison to students from similar schools, as well as in comparison to students in New York State and/or nationally. According to Harcourt Brace, the Stanford-10 is aligned to state academic standards (www.hemweb.com/trophy/esea/SAT10_FactSheet.htm). Testing students using the Stanford-10 at the beginning of the school year will be used to assess the groups' strengths and needs in terms of prior grade achievement. Results will be used to guide classroom instruction and highlight areas of instruction that need emphasis. The Stanford-10 will again be administered at the end of each school year to measure what the group has learned or achieved.
2. **Formal Individual Assessment.** For students that perform extremely poorly on the initial Stanford-10 or enter the school classified by a sending District as having special needs, aptitude assessments may be administered to best focus on the

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needs of individual student. Informal assessments in the form of progress reports will also be kept in order to monitor the students' growth.

- 3. Informal Group Assessment.** A majority of assessment conducted will be activities within a teaching unit that monitors a group of students' progress and establishes a record of achievement. These activities are mostly teacher-prepared and informal. They include:

Core Subject Tests (Weekly and bi-weekly). Teachers will develop and administer core subject examinations to assess student progress on a weekly (mathematics and English language arts) and bi-weekly (social studies and science) basis.

Student Notebooks. Developing strong organizational skills is a key goal we have for our students. Student notebooks for each of the four core subject areas will be evaluated and graded on a quarterly basis for completeness, neatness and proper organization.

Unit Tests. During the summer, the core subject area teaching staff will develop quarterly unit examinations. These examinations will follow the scope and sequence for each course. Results from these examinations will help teachers to identify which standards need more classroom time and/or improved instructional methods. A final examination will test the students in all standards for the year.

Projects. Students will complete independent and group projects that combine multiple learning goals and require the student to complete work outside of the classroom. These projects will not only assess the students' knowledge of classroom material, but also test their ability to gather research and work with other students. This is an essential skill students must learn for success in rigorous high schools.

Daily Homework. Homework will be assigned to assess each student's understanding of the material on a daily basis.

Class Participation. As part of the planned school culture, students will be expected to exhibit an adventurous spirit in classroom participation. Students will be assessed on how often they participate in class and how their individual contributions advance their classmates' learning.

- 4. Informal Individual Assessment.** Results on above-mentioned assessment can be examined to see individual student's strengths and areas that need improvement. This will help us to determine where a particular student needs

additional tutoring or enrichment and which teacher(s) is best suited to deliver the support.

Additionally, KIPP Tech Valley Charter School will use an electronic scoring system to track each student's progress towards mastering each individual KIPP and aligned New York State learning standard. The program will support monthly reports for administrators, teachers and parents, allowing them to see to what degree students have mastered each standard throughout the school year. The program will keep teachers focused on teaching the content in the KIPP and aligned New York State learning standards and the degree to which each standard has been learned by each individual student. Among the software programs that will be considered for assessment are those currently being used successfully in other charter schools, the Align to Achieve program (www.aligntoachieve.org/index.html), or other programs.

The purpose of assessing students and collecting data on student performance is to provide useful feedback to teachers and students. This feedback should be focused on the degree to which students are meeting their individual and collective goals as well as provide some guidance on how instruction should be modified and improved upon to ultimately meet those goals. Therefore, the teachers at KIPP Tech Valley are involved extensively in analyzing data from standardized tests, quarterly assessments, and weekly assessments.

KIPP's Tech Valley's assessment program will be based on the "best practices" currently used at other KIPP schools across the country. As part of the Fisher Fellows Program, the head of school will receive formal training on assessment at a KIPP school. Also, teachers will receive formal training on assessment prior to the beginning of the school year and throughout the year as part of their professional development. The start-up budget includes \$4,000 for curricular development and the first-year budget includes \$6,000 for this purpose. This will support the ongoing refinement process of training teachers to develop effective lesson plans and assessments that align with the school's standards.

In order to assure consistency in scoring student work, teachers will work together to develop plans for assessing curricular goals, which may include: setting common scoring standards for their grade levels; collaborating on the design and development of the assessments they will use in their classrooms; working together to judge with consistency

the quality of samples of students work; and, analyzing assessment results and considering their implications for instruction. As part of developing the assessments used in the classroom, teachers may also search existing assessment resources in the classroom and other published texts or project materials for promising questions and tasks designed to measure the unit content.

During the first week of each summer session, students will complete diagnostic assessments for each of the core academic subjects. The teachers will meet together at the end of the week to discuss the results of these assessments and to decide how these results might impact the level of review necessary during the summer session and scheduling implications for the school year. Moreover, each teacher's sequence of instruction will be directly impacted by these diagnostics, as they decide how much time will be spent on each standard throughout the school year.

Teachers may also be required to submit a weekly formal assessment to the head of school that identifies the specific standard or standards being taught that week. If the assessment is anything other than a test or quiz, the teacher turns in a written summary of the assessment with a rubric or description of grading criteria. The standard or standards being addressed in an assessment will be identified at the top of the assessment or written summary of the assessment.

Teachers may also submit a weekly lesson overview to the head of the school. It is a simple one-page summary of the lessons being taught that week, including the standards being addressed, the instructional activities planned, as well as the in-class assignments and homework assignments. This will allow the principal to track the degree to which all of the standards are being addressed throughout the school.

Each quarter, teachers from each grade level may meet to share quarterly assessments prior to administering them to students. Each team is provided with a list of standards being assessed that quarter (based upon what has been taught that quarter), and the team is asked to evaluate the assessments being used to offer feedback on the degree to which the assessments adequately measure mastery of the standards. The team later meets after the assessment data has been collected to discuss individual student concerns and to make overall observations regarding the data. Expectations for student performance may need to be reinforced during these meetings, and modifications

need to be made to instructional practices and assignments. For example, if the first quarter's assessments demonstrate consistently low performance with writing, the team may decide to work more diligently to integrate writing throughout the core academic subjects. By examining the assessments from each class, teachers are better equipped to integrate subject matter and to hold consistently high expectations with regard to performance.

At the end of each month, the head of school may meet individually with each teacher to discuss student performance. The teachers will be asked to bring their assessment files, which include assessments administered throughout the year for each student. The teacher shares with the head of school overall trends in student performance, and the two work together to discuss possible modifications to the teacher's instruction that might help the students in meeting the expectations of the school and the teacher. The head of school may also review files of specific students who have been identified as not meeting standards and work with the teacher in determining how their instruction might be differentiated to ensure success.

At the end of the year, the staff will be involved in reviewing the standardized tests results and the organic assessments used throughout the school year. These results help the staff evaluate their collective and individual successes and areas for improvement. The achievement data will be compared against the school's goals and the principal will provide an annual report that analyzes the degree to which the school's goals were met. This information will help guide the staff in revising the school's goals for the following year. Moreover, all teachers will be expected to analyze the test scores for their subject matter in order to identify areas on which they may need to focus more during the following school year.

As part of evaluating teachers each year, the head of the school will consider teachers' competency in assessing students. This evaluation may take into account portions of the "Standards for Teacher Competence in the Educational Assessment of Students," developed in 1990 through a collaborative effort between the American Federation of Teachers, the National Educational Association, and the National Council on Measurement in Education. The seven standards include the following:

1. Choosing assessment methods appropriate for instructional decisions.

2. Developing assessment methods appropriate for instructional decisions.
3. Administering, scoring, and interpreting the results of both externally produced and teacher-produced assessment methods.
4. Using assessment results when making decisions about individual students, planning instruction, developing curriculum, and improving schools.
5. Developing valid pupil grading procedures.
6. Communicating assessment results to students, parents, other lay audiences, and other educators.
7. Recognizing unethical, illegal, and other inappropriate methods and uses of assessment information.

The head of school will gather information to evaluate teachers in these areas based on the material teachers may be required to turn in periodically, reviews of lesson plans, units, classroom-developed assessments, completed report cards, communication with parents in parent-teacher conferences, classroom observation, etc.

17. REQUIREMENTS FOR DIPLOMA AWARD

If the charter school would serve the 12th grade within the requested term of the charter, attach a description of the requirements for a student to be awarded a diploma.

Not applicable. KIPP Tech Valley Charter School will not award a diploma, as the school will only serve students in the fifth, sixth, seventh and eighth grade levels.

SECTION IV
STUDENT POPULATIONS

KIPP: Work hard. Be nice.

18A. STUDENTS WITH DISABILITIES AND FEDERAL COMPLIANCE

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

The KIPP Tech Valley Charter School 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' school 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.

Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily, in accordance with the IEP prepared by the Committee on Special Education of the students' district of residence.

To the maximum extent appropriate, students with disabilities will also be expected to participate in, and where appropriate receive credit for, nonacademic, extracurricular and ancillary programs and activities with all other students. Students with disabilities will receive all notices concerning school-sponsored programs, activities and services.

Methods and Strategies

All special education programs and services at the KIPP Tech Valley Charter School will be provided in accordance with applicable federal laws and regulations and in accordance with the IEP recommended by the CSE of the students' school district of residence. At the time of the submission of this Application, it is impossible to determine what special education services will be necessary to meet the needs of students that will attend the KIPP Tech Valley Charter School, since the student population has not yet been determined. Nonetheless, the School will ensure that the special education

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programs and services as indicated on each student's IEP will be provided directly to the student during school hours. We currently plan to hire an appropriately certified special education teacher and to provide services to the greatest practical extent using this resource. If we are unable to provide services to the extent necessary, we will rely on the school district of the student's residence to provide services. If necessary and feasible, we 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.

KIPP Tech Valley Charter School will also ensure that classroom teachers:

- a) are knowledgeable about the needs of students with disabilities,
- b) have been informed as to what their responsibilities are for particular students,
- c) have received the support that they may require to implement a student's program, and
- d) will actually implement any modifications or accommodations in their classes as per the IEPs.

A 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 may be made by any professional staff member of the School. Such 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 be sent to the student's parents.

The KIPP Tech Valley Charter School shall adhere to, and implement, the processes and procedures required by the IDEA and other applicable law, as stipulated in Attachment 18-b.

18B. 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 KIPP Tech Valley Charter School, as well as all of its employees and volunteers hereby pledges to ensure that:

- The School 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.
- The School 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.
- The School will employ, at a minimum, a properly certified individual as the school's special education coordinator, whose responsibilities will include: coordinating with CSEs; providing information to and obtaining information from CSEs as needed throughout the year; determining if entering students have IEPs; and 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 charter school setting. The School may permit the special education coordinator to take on additional administrative duties, to the extent that they do not interfere with the coordinator's 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.

- The School will make available, as required by law, a student's regular and special education teachers (and other required school personnel) for meetings convened by such student's CSE.
- The School will ensure that parents of children with special needs 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.
- The School 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.
- The School's special education 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.
- The School 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.
- The Charter School 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 charter school understands that these responsibilities are left solely to the CSE of the student's district of residence.
- Appropriate Charter School 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.

19. ENGLISH LANGUAGE LEARNERS (ELLs)

Attach a description of the program design, methods and strategies for serving students who are limited English proficient (LEP) in accordance with federal law, including Title VI of the Civil Rights Act of 1964 and the Equal Education Opportunities Act of 1974. Such description must include the following elements:

- The process for the identification and placement of students whose first language is not English and the methods for determining the kinds of assistance that these students may need;
 - The manner in which the applicant will ensure that LEP students are not misplaced or tracked inappropriately in other classes (including those programs or classes designed to serve students with disabilities);
 - The description of exit criteria and related objective assessment instruments and subjective methods that will ensure the appropriate student placement and monitoring of a student's progress over time;
 - A description of the educational soundness of the program model pursuant to which LEP students will be provided services, including the authorities upon which the applicant relies to demonstrate that the program is likely to meet the educational needs of all LEP students;
 - A statement that affirms that all students, regardless of language proficiency, will be provided necessary curriculum and instruction to allow them to achieve to the high standards set for all students in the school;
 - A description of the planned implementation of the program model, including information regarding the allocation of resources to the service of all LEP students including
 - A description of how staff, curricular materials, and facilities will be used,
 - A statement that affirms that LEP students will not be excluded categorically from curricular and extra-curricular activities because of an inability to speak and understand English, and
 - A description of the planned evaluation of the program model over time, including the identification of benchmarks of success (and the corresponding bases for their establishment); the uses of standardized and other assessments; and the related disaggregation of data that will facilitate a program review and the measurement of progress of LEP students over time;
 - A description of the planned outreach to parents in the community, including strategies for communicating with parents who are not proficient in English.
-

KIPP Tech Valley Charter School shall serve any and all students with limited English proficiency (English Language Learners or "ELL") using structured English language immersion so that they achieve proficiency in the English language as quickly as possible. The Charter School shall comply with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended) and the federal Equal Educational Opportunities Act of 1974.

Overview/Assurances

Students at KIPP Tech Valley Charter School with limited proficiency in English will achieve proficiency in the English language as quickly as possible through the use of the School's services and teaching methods. The School ensures that ELL students will not be excluded from curricular and extra curricular activities based on an inability to speak and understand the language of instruction, and also that ELL students will not be assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and information from the School.

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ATTACHMENT 17 - 1

their native language to encourage participation in the School by all members of the KIPP Tech Valley Charter School community. Parental outreach may also be conducted through home visit by a school official and an interpreter.

English Immersion Program

In accordance with KIPP's philosophy of *no excuses and more time on task*, all students that are English Language Learners will be expected to become proficient in the English language at a rapid pace. KIPP Tech Valley Charter School believes that a structured English immersion program will be most helpful to ELL students in improving their abilities to master the language. Students of limited English proficiency will receive the same academic content as those students who are native English speakers. All instruction will be in English. However, the level of English used for instruction – both oral and written – will be modified appropriately for each ELL student. All teachers will receive professional development on communicating with students designated as Limited English Proficient (LEP) and in techniques for detecting whether a student has English language deficiencies. Within the School's extended day schedule, there is ample time that can be used for additional intensive English language instruction.

Services

KIPP Tech Valley Charter School plans to provide all necessary staff and specialized curricular materials to enable ELL students to achieve proficiency. The School will directly provide or make referrals to appropriate support services that may be needed by ELL students in order to achieve and maintain a satisfactory level of academic performance. Such services may include individual counseling, group counseling, home visits, and parental counseling. The School will seek to hire at least one full-time teacher who speaks the foreign language that is most common among its students, which in all likelihood will be Spanish. Parents of ELL students will be kept abreast of their child's progress in English language acquisition, preferably in the language that the parents best understand.

Identification of ELL Students

KIPP Tech Valley Charter School will use the State Education Department's process for identifying students who are English Language Learners as follows:

- a. The process begins with the Home Language Questionnaires to screen all new entrants to New York State schools for potential limited English proficiency.
- b. If the home language is other than English or the student's native language is other than English, then appropriate school staff will conduct an informal interview in the student's native language and English.
- c. If the student speaks a language other than English and the student speaks little or no English, then the school will administer the Language Assessment Battery-Revised (LAB-R). A score below the designated cut score for the child determines eligibility for ESL or bilingual services. The LAB-R is administered only once to each incoming student.

The School's teachers will be responsible for observing each student throughout the class day with an eye towards detecting limited English proficiency. All teachers will receive professional development training on techniques for detecting whether a student has English language deficiencies and on communicating with students designated as ELL students. Any student suspected of having limited English proficiency will be tested to determine if and what level of services, if any, are necessary.

Exit Criteria

The proficiency of an identified ELL student in the English language will be measured at least annually to determine whether continued special services are warranted. KIPP Tech Valley Charter School will evaluate each student's performance in academic content areas to measure the student's progress in core subjects. The School also will use the New York State English as a Second Language Achievement Test (NYSESLAT) to assess ELL students, as required by the State Education Department to implement the federal *No Child Left Behind* Act, in lieu of administering the state English Language Arts assessment. If an ELL student fails to show appropriate progress in these academic areas, modifications to the instructional program may be made.

Any student classified and receiving educational services as an ELL student who subsequently tests high enough to exit the program will be deemed to be no longer in need of ELL services. No student will be exited from the ELL program unless they can read, write, and comprehend English well enough to participate meaningfully in the school's programs.

Accountability and Evaluation of the ELL Program

In order to ensure that the ELL program is achieving the desired results (students are making progress in the acquisition of the English language and making progress academically), an annual evaluation will occur. In order to determine if any programmatic modification are necessary, the School will evaluate the progress of its ELL students on standardized assessments and non-standardized assessments against that of the non-ELL students. The school will also track students longitudinally throughout their years at KIPP Tech Valley to determine if there is significant variation in the academic achievement of students who were once classified ELL and non-ELL students as measured by standardized assessments and non-standardized assessments. The school will track how many students are declassified as ELL and the number of instructional years it takes for this declassification to occur.

Research on Immersion

Research has shown that immersion is increasingly considered more effective at teaching English to students, compared to bilingual education, as indicated by the following:

- John Hood, President of the John Locke Foundation, North Carolina based think tank, wrote in the Business Journal of Raleigh/Durham in an article entitled *Immersion v. Bilingual Education* (December 26, 1997), "A review of 300 studies of bilingual education by federal researchers found only 72 that were methodologically sound. Of those studies, 83 percent comparing bilingual education to immersion found that kids learned to read better through immersion. Not a single study found the reverse."
- Bill Honig, the former California State Superintendent of Public Instruction and Director of the Center for Systemic Social School Reform at San Francisco State University advocates this systematic, explicit instruction in an organized comprehensive English reading program in his book, *Teaching Our Children to Read* (Corwin Press, Inc., 2001): "For teachers, students and their families, the results of many past bilingual programs have been disappointing. Often in these programs, the English literacy component was weak, and many students failed even to become proficient readers in their primary language. All students need systematic, explicit instruction in an organized, comprehensive English reading program"
- Cara Morlan of the Independence Institute, a nonprofit, nonpartisan Colorado think-tank, wrote in her article *Structured Immersion, An Alternative to Traditional Bilingual*

Education (Independence Institute, *Issues Backgrounders 2000-4*, July 26, 2000): "In California, children enter school speaking one of 140 different languages, yet only Spanish-speaking students are put into traditional bilingual education programs. These students are then the immigrant group that does the worst in school, has the highest dropout rate, the lowest test scores and the lowest college admissions." Ms. Moran found that only 5% of these students were being found to gain proficiency in English each year.

20. STUDENTS AT-RISK OF ACADEMIC FAILURE

If the proposed charter school includes particular methods, strategies or programs for meeting the needs of students at-risk of academic failure, attach a description of the challenges faced in educating the targeted population and describe such methods, strategies and/or programs. Please include in the description any diagnostic methods or instruments that will be used to identify and assess those students who are performing below grade-level as well as the processes/programs/tools to be used in providing them with remedial instruction.

At-Risk Students

While the KIPP Tech Valley Charter School will not show preference to any students for enrollment purposes, the School anticipates most of the students enrolled to have attended the worst performing elementary schools in the Albany City School District. These at-risk students are likely to come from single-parent households and/or qualify for the federal free- or reduced-priced meals program.

Challenges Faced in Providing Remediation

Despite possibly having good or average grades in elementary school, most of the students who enroll at KIPP Tech Valley will likely be below grade level academically and come from Albany's lowest-performing elementary schools. KIPP will work to instill a sense of urgency in students and their parents/guardians regarding the great deal of hard work and dedication that will be needed in order to bring them up to grade level.

Academic Program for At-Risk Students

Our main priority in the summer session and throughout the fifth-grade year is to close the gaps between the achievement of all students by teaching basic math and English skills such as multiplication tables, sentence structure and critical grammar rules. Below, are the strategies we will employ to ensure that the at-risk student population attending the School will advance academically:

Emphasis on basic skills for new students. In a student's first year at KIPP Tech Valley, he/she will learn and review core academic skills that all fifth graders should know: multiplication tables, names for the seven continents, basic addition, subtraction, multiplication, division, etc. Like other KIPP Schools, we will employ engaging teaching techniques such as using rhymes developed by Harriett Ball for students to learn their times tables.

Daily academic enrichment. The school will provide forty minutes of academic enrichment each day for all students, regardless of academic ability. Students that are in need of remediation will use this time to catch up to their counterparts in the school. Providing daily academic enrichment for all students provides each student with individualized learning time and avoids stigmatizing those students that are required to use this time for remediation.

Saturday School. Saturday School will focus primarily on fun, extracurricular activities for students but we will also use that time for students that need extra time to master certain subjects. If a student is assessed to be in desperate need of additional individualized learning time, that student will spend one and a half of the four hours during Saturday School receiving tutoring from a teacher.

Standardized Testing. All students will be assessed at the beginning of the school year in order to gauge each student's strengths and needs. The results from this test (the Stanford-10) will be used to help determine which students will need remediation. Students will retake the Stanford-10 at the end of the year to assess whether or not these students have made enough progress to no longer need additional individualized time.

High-Quality Instruction. Although there are several important factors that contribute to student achievement, research has demonstrated that the quality of instruction in the classroom has twice the impact on student achievement as school-wide policies regarding curriculum, assessment, staff collegiality, and community involvement (Robert J. Marzano and Jana S. Marzano, "The Key to Classroom Management," *Educational Leadership*, September 2003). High quality instruction is supremely important for children who have fallen behind and must consist of two components: **What** is taught and **how** it is taught.

Instruction at KIPP Tech Valley will be driven by the three learning goals included in the school's mission: *academic, intellectual and character skills*.

Academic skills (Calculate accurately; Read fluently; Write effectively; Comprehend fundamental knowledge); Research from E.D. Hirsch confirms what

the experiences of KIPP Academy New York and Houston have proven: the development of intellectual skills is possible only after a solid base of fundamental academic skills and knowledge is attained² (*The Schools We Need and Why We Don't Have Them* [New York: Anchor Books, 1996] p. 23). This focus on fundamentals is especially important in Tech Valley where low scores suggest that students have poor mastery of these fundamental academic skills and knowledge.

KIPP Tech Valley's curriculum provides an excellent example of the importance of fundamentals. A student must know the multiplication tables in order to effectively solve more complex word problems. Thus, the fifth grade Math curriculum is focused on developing these fundamental math skills. A solid base of fundamental skills taught in the fifth and sixth grade allows eighth grade students to take a ninth grade Algebra course, meeting and exceeding New York benchmarks. Students who are not developing these necessary skills will be provided with the appropriate level of individualized tutoring sessions and extra remediation during Saturday classes.

Intellectual Habits (Think critically; Apply Academic Skills to solve complex problems; Analyze, synthesize and evaluate information; Perform high-level conceptual tasks): Developing intellectual skills in our students is a key component of our mission. In accordance with findings from Benjamin Bloom's "Taxonomy of Educational Objectives," as the fundamental academic skills are known and comprehended, students will be increasingly required to apply their skills and knowledge to new situations, as well as analyze, synthesize and evaluate the information they are learning. (*Taxonomy of Educational Objectives: The Classification of Educational Goals* [New York: Longmans & Green, 1956]). To ensure that our students develop the necessary intellectual skills, we have developed a curriculum that will push students to first build a base of fundamental academic skills and later develop more complex and abstract concepts.

A good example of meeting students where they are and investing the time it takes to develop deep understanding comes from our history curriculum. In fifth

grade the students will be asked to learn about a famous historical figure that is culturally relevant to them. At a minimum, they will present a report that recalls the basic facts (knowledge) as well as comparing this figure to another in history (comprehension). Each year, there will be a similar research project regarding a famous historical figure relevant to the topic being studied, pushing the students to explore their chosen person in an increasingly intellectually rigorous way. In the sixth grade, they will be required to write a speech using their historical figure's point of view in a debate (application/analysis). In the seventh grade the assignment will include writing an essay to explain how their historical figure would react to current political or social issues (synthesis). In eighth grade the intellectual complexity will be increased further. Students will be asked to pick a controversial historical figure and write three newspaper articles about that figure, each representing a different point of view. The student will then write an editorial assessing the value of each argument and present his/her own point of view (evaluation). Within each of these assignments there will be extension possibilities that would meet the diverse needs of individual students.

Character Skills – The KIPP Tech Valley Charter School will follow a set of Seven Virtues:

1. Tenacity – Never giving up.
2. Excellence – Always putting forth your best effort.
3. Adventurous Spirit – Willingness to push oneself beyond comfort.
4. Teamwork – Acting in the best interest of others and yourself.
5. Respect – Treating others as they would like to be treated.
6. Self-Reliance – The inner strength to act by oneself when needed.
7. Creative expression – Original ideas and works.

More than academic and intellectual skills alone are needed to maximize students' potential in high school, college and the world beyond. In the words of David Levin, founder of KIPP Academy New York, "The experiences of KIPP Academy New York and KIPP Academy Houston have taught us that *academics without character is useless*; students will have the skills but lack the motivation to use them. *Character without academics is hollow*; students will have the motivation but not the ability to use it. Together, they have the power to transform lives."

Academic Program for Students in Need of Remedial Educational Services

The main priority in the summer session and throughout the fifth grade year is to close the gaps between the achievement of all students by teaching basic math and English skills such as multiplication tables, sentence structure, and critical grammar rules.

Additionally, at the beginning of each academic year, all incoming students in the fifth, sixth, seventh, and eighth grades will be tested in order to determine their baseline performance level. This will assist in identifying students early on who are behind academically and in need of remedial education. Once identified, teachers will be able to work with students in their problem areas.

Students in need of remediation (beyond the regular academic program) will benefit from the KIPP school model's increased time on task and increased time dedicated to remedial instruction in the following ways:

Increased Time on Task

KIPP's academic program, which has a proven track record of success in bringing at-risk students up to grade level, includes an increased amount of time on task when students are learning and engaged. The extended school day running from 7:25 am to 5:00 pm and 220-day school year will allow the School to meet the needs of a majority of students who enter the school below grade level (see Attachment 12A and 12B for details on the school calendar and daily school schedule). The daily schedule includes large blocks of time for core academic subjects that are far beyond what most middle schools utilize. Students will receive a full seven and a half hours of instruction per week in mathematics and English language arts.

Increased Time for Remediation

More than two hours of remediation are planned into each school day beyond regular class time. Each school day includes an hour period for reading and tutoring time and an hour enrichment period. Students behind academically will forego the enrichment period and instead receive remedial instruction. Students may also stay after the school day ends at 5:00 pm for extra tutoring.

Twice a month, students will attend school on Saturdays. Saturday classes will be used for "catch up" time for those students struggling academically.

Instructional Content

As part of their remedial education instruction, teachers will use materials included in Open Court Reading, Saxon Math, and Delta Science programs, among others.

SECTION V

PARENT, STAFF, AND COMMUNITY SUPPORT

KIPP: Work hard. Be nice.

22B. STAFF INVOLVEMENT IN SCHOOL GOVERNANCE AND ADMINISTRATION

Please describe how staff will be involved in the charter school, including, in particular, the governance and administration of the charter school.

The KIPP Tech Valley Charter School staff is the engine of the School, having frequent, direct contact with the students. It is essential that the communication lines to the Board of Trustees remain open at all times. While the School Leader will be the Board's primary point of contact regarding progress within the School, the remaining staff members will also have access to the Board of Trustees and a link to the future of the School through the KIPP Tech Valley Charter School Leadership Team.

Each grade will have a grade level chair beginning in the second year of the school's operation and each year thereafter. Individuals serving as grade level chairs will be selected by the School Leader based on their ability to serve in the position. These individuals will be responsible for working with teachers to establish a consistent, positive academic culture across their entire grade level. They will also work with teachers to integrate the curriculum into multiple subjects. For example, the grade level chair could facilitate having the English language arts teacher use reading material that integrate issues students are also covering in their social studies classes. As part of the School Leader's training and instruction on the KIPP model, he or she will learn about the use of the grade level chairs and how to introduce it into the school. The School Leader will facilitate the creation of the grade level chairs and instruct them on how to fill their roles. Teachers will be compensated for their service as grade level chairs (see Attachments 45 and 46 for details).

One parent (chosen by the Board and School Leader) and each of the grade level chair will make up the KIPP Tech Valley Charter School Leadership Team. The team will meet on a monthly basis to discuss plans regarding curriculum changes, staffing issues, discipline policy, class field lessons and high school placement. This Team will be empowered to discuss any issue that it feels is pertinent to the success of the School. The chairperson of this Team shall report the team's findings on a regular basis at Board of Trustees meetings.

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KIPP TECH VALLEY CHARTER SCHOOL
ATTACHMENT 22B - 1

23. EVIDENCE OF COMMUNITY SUPPORT

Provide evidence of adequate community support for and interest in the proposed charter school sufficient to allow the school to reach its anticipated enrollment. Include any methods or strategies that have been used to gauge community support for the charter school.

Community interest and support for the KIPP Tech Valley Charter School is evidenced from a detailed, public opinion survey to be provided in Volume 2 of this Application, Appendix VI.

24. PROGRAMMATIC AND FISCAL IMPACTS ON EXISTING SCHOOLS

Attach an assessment of the programmatic and fiscal impact of the establishment of the proposed charter school on existing public and nonpublic schools in the same geographic area.

Fiscal Impact

The KIPP Tech Valley Charter School shall have no financial impact on the district of location, the Albany City School District, until nearly two years from the time of submission of this Application. This provides the District ample time—a full two budget cycles—to achieve very modest savings by, for example, slightly reducing the rate of budget growth or adjusting its capital spending plan (a plan costing taxpayers approximately \$185 million in principal alone).

For the next school year, 2004-05, there will no fiscal impact on the Albany City School District, as the KIPP Tech Valley Charter School will use a planning year to prepare for opening. Beginning in the 2005-06 school year there will be a minimal fiscal impact of about one-half percent upon the District's budget, as it would be required to transfer approximately \$694,940 to the Charter School for educating its 90 resident students. In subsequent years, the fiscal impact remains minimal, while the *marginal* impact—i.e., the actual impact to the District's budget—remains constant at approximately 0.5 percent since the prior year fiscal impact becomes part of the District's subsequent-year base budget (see table below). After 2008-09, there is no marginal impact to the District's budget since the Charter School is fully enrolled.

The chart below outlines the financial impact on the Albany Public School District budget (budget total is for 2003-04):

Year	Charter School Revenue Following Child	Windfall Kept by Albany District	Total Albany City School Budget (2003-04)	% Impact	% Marginal (or real) impact
2004-05	\$ 0	n/a	\$137,306,652	0.0%	n/a
2005-06	\$ 694,940	\$233,910	\$137,306,652	0.51%	0.51%
2006-07	\$ 1,389,881	\$467,820	\$137,306,652	1.01%	0.51%
2007-08	\$ 2,157,790	\$701,730	\$137,306,652	1.57%	0.56%
2008-09	\$ 2,877,053	\$935,640	\$137,306,652	2.10%	0.52%

In addition, the statutory funding formula for charter schools requires the transfer from the resident district to a charter school only about two-thirds to three-quarters of the actual per capita amount spent on students by the district. In the case of the KIPP Tech Valley Charter School, only \$8,393 per student is provided, while the Albany City School District spent \$10,992 three years ago, in 2000-01, according to the latest *School Report Card* (March 2003). Since the Albany District spends a far lower amount on its students attending a charter school, it retains at least \$2,599 for these students no longer educated by the District, or \$233,910 in 2005-06 (see table above). This sizable inequity is actually larger since the District's current spending per student has increased since 2000-01.

With respect to non-public schools, KIPP Tech Valley Charter School is not anticipated to have an effect on these institutions as the overwhelming majority of its students will come from low-income families that would not have the means to pay for private school.

Programmatic Impact

In terms of programmatic impact, KIPP Tech Valley Charter School hopes to influence capital region public schools by setting high expectations and refusing to make excuses for low performance. Ideally, the School will impact Albany and its neighboring districts in the same way that the KIPP Academy in Houston, Texas, has impacted that city. In response to the overwhelming demand for schools like KIPP Houston, that school district extended the school day for many of its schools.

SECTION VI
SCHOOL GOVERNANCE

KIPP: Work hard. Be nice.

25. QUALIFICATIONS FOR THE BOARD OF TRUSTEES

The qualifications sought in candidates for service on the KIPP Tech Valley Charter School Board of Trustees include but are not limited to:

- A dedication to furthering the vision and mission of the School;
- An expectation that all children can and will realize high academic achievement regardless of race, income, family background, religion, sex or previous behavior;
- Belief in and supportive of most aspects of the KIPP school design;
- Ability to attend board meetings, include emergency sessions;
- Willingness to volunteer from time to time for assignments by the Board;
- Ability to grasp global and micro issues related to the School's development and to communicate those issues and related opinions to the other members of the Board, the School Leader and all outside agents of the School;
- Proficiency and/or at least two-years of experience in one of the following industries: real estate, law, fundraising, business, accounting, government, education or community development;
- Clean criminal record/history (All candidates for the Board of Trustees will be fingerprinted and undergo a criminal background check);
- Bachelor's degree from an accredited university or college; and
- At least 18 years of age.

26. FOUNDING MEMBERS OF THE BOARD OF TRUSTEES

List the proposed members of the Board of Trustees for the charter school, indicating any ex-officio members and any vacant positions expected to be filled. Each proposed trustee who is named must complete the "Request for Information from Prospective Charter School Board Members" contained in the Appendix to the Application Kit.

The seven founding members of the Board of Trustees are listed below with along with brief biographical descriptions. Their "Request for Information" forms can be found in Appendix V. All of the founding Trustees meet the qualifications to serve on the Board that are listed in Attachment 25 of this document.

B. Jason Brooks: Senior Research Associate for the Foundation for Education Reform and Accountability, in which capacity Mr. Brooks researches a wide array of education policy issues, including charter schools, strategies to raise academic achievement for disadvantaged student populations, and the implementation in New York State of the federal *No Child Left Behind Act*. Mr. Brooks previously served as research associate for the Empire Foundation for Policy Research, with a focus on fiscal and economic issues. Mr. Brooks's research has been cited in *The Wall Street Journal*, *The New York Times*, *The Washington Post*, *USA Today*, *Education Week*, and numerous other publications across the nation. Mr. Brooks also is the President of the Syracuse University Alumni Club of the Capital District and recently received the prestigious national Young Alumni Award from Syracuse University.

Eric H. Burnett: President and CEO of a new nanotech-based company, Applied NanoWorks Inc., one of the first nano-technology firms to be launched in the Capital Region following the announcement of International Sematech's decision to locate a research center at the University of Albany. Mr. Burnett also was the founder of software developer IA Systems, and a graduate of the Albany-Colonie Regional Chamber of Commerce's Capital Leadership program. Mr. Burnett currently sits on several boards including technology, economic development, and community development boards.

Sabrina Johnson: Parent Outreach Coordinator, Brighter Choice Public School Choice Project, a federally-funded initiative to expand public school options in Albany and Buffalo. A resident of Albany, Ms. Johnson's two children attend public schools in Albany; one attends a charter school and the other child is in a District-run school. Ms. Johnson is a native of Albany and a graduate of its public schools. She also previously worked at Charter One Bank and Key Bank.

David Levin: Superintendent, KIPP New York and Co-founder of the Knowledge Is Power Program (KIPP) which now supports 32 public schools across the United States. A native of New York City, Mr. Levin co-founded in 1995 the KIPP Academy in the South Bronx, a public middle school, where he currently serves as Superintendent. Since 1997, the KIPP

Academy Charter School has been the highest performing public middle school in the entire Bronx as measured by standardized test scores in reading and math, improvement in test scores, and attendance. In the spring of 1999, the KIPP School was named one of the twenty-five most effective schools in the nation in low-income communities. Of these twenty-five schools, Mr. Levin was selected as one of the seven most effective principals. After graduating from Yale University, Mr. Levin joined Teach For America where he taught fifth grade in Houston, Texas for three years. In 1994, he earned Teacher of the Year honors from his school in Houston and an Outstanding Teaching award from Teach For America. In 1994, Mr. Levin co-founded the Knowledge Is Power Program with Mike Feinberg and won the Jefferson Award for outstanding community service for the city of Houston. In 2000, they started KIPP: National which consists of the KIPP Leadership Program and KIPP Schools. Mr. Levin is the recipient of several awards, including the Brick Award for Outstanding Community Leadership and the Robin Hood Foundation's John F. Kennedy Jr. Hero Award in Education.

Lisa Coldwell O'Brien: Founder and President of Coldwell Communications Group, a media-relations consulting firm based in Albany. Ms. O'Brien is the Founder and former President of the New York Charter Schools Association, a nonprofit membership organization of charter schools in the state. Ms. O'Brien previously served as Director of Human Resources and Communications for Advantage Schools, Inc., a private management company of public charter schools, and now a subsidiary of Mosaica Education, Inc. Ms. O'Brien also served in the administration of Governor George Pataki as Assistant Commissioner for Public Affairs at the Office of General Services and as Chief of Staff to the Lieutenant Governor. She formerly served in the administrations of Massachusetts Governor William Weld, where she helped launch the state's first charter schools in 1994, and President George H.W. Bush, where she served as a writer, event planner, and personnel associate.

John P. Reilly: President of Dynamic Applications, which develops custom, web-deployed software applications for Fortune 500 and middle-market companies, including Merrill Lynch and Schering-Plough Corporation. Mr. Reilly also served as Director of Product Development at MapInfo and a number of start up technology companies. Mr. Reilly is a current board member and former board president of Big Brothers Big Sisters of the Capital Region, and serves on the board of the Albany-Colonie Regional Chamber of Commerce. Mr. Reilly was named one of The Business Review's "Top 40 Under Forty" in 2000, and received the Big Brothers Big Sisters President's Circle Award in 2001. Mr. Reilly earned a degree in electrical engineering from the Rensselaer Polytechnic Institute.

Nancy Sciocchetti: Senior Partner of O'Connell and Aronowitz, one of Upstate New York's oldest and most established law firms. Ms. Sciocchetti concentrates her practice in the area of health care transactions, not-for-profit and business corporate formation, real estate and financing, and the licensure and operation of health care facilities. Ms. Sciocchetti, a graduate of Albany Law School, was the recipient of the Legal Aid Society's Distinguished Service Award in 1992, and also is listed in the publication *Outstanding Young Women in America*. Ms. Sciocchetti serves as Vice President of the Board of Trustees of The Brown School, a well-regarded independent private school in the Capital District.

28. RESPONSIBILITIES OF THE BOARD OF TRUSTEES

The founding Board of Trustees of the KIPP Tech Valley Charter School is the major force behind the creation of this School and will guide the School's fulfillment of its mission and obligations to its students, parents and community. The Board will provide the governance function, which encompasses legal responsibilities, general oversight, planning, policy-making and fiduciary obligations. The Board of Trustees will carry out its statutory responsibilities associated with operating the Charter School in an efficient and ethical manner and in compliance with the New York State Charter Schools Act of 1998 (codified as Article 56 of the New York State Education Law) and all other applicable state and federal laws and regulations. The Board of Trustees shall consist of no fewer than seven members and shall meet no fewer than ten times per year.

The Board will delegate to the appointed School Leader the authority and decision making responsibility for day-to-day operations of the School, including but not limited to: hiring and firing school staff, implementing the school's curriculum, and creating subject to board approval the School's annual budget. The Board shall be notified of progress in the areas of academics, finance and parental involvement via regular meetings with the School Leader. All information provided by the School Leader will be verified by random, spot checks by a designated member of the Board of Trustees. Academic reports must take the form of results from the most recent state, standardize or teacher-generated tests and must benchmark these results to the School's prior results. Financial reports will be prepared at each Board meeting by the Board Treasurer.

The KIPP Tech Valley Charter School Board of Trustees' responsibilities include but are not limited to:

- Supervise and evaluate the performance of the School Leader;
- Approve the School's annual budget;
- Establish and maintain all policies governing the operation of the Charter School
- Ensure that the School adheres to the mission and goals outlined in this charter, as well as applicable New York State and federal law and regulations;

- Hold the School Leader accountable for the academic success and fiscal responsibility of the School;
- Provide support to the School for additional fund-raising, marketing and other services as needs arise;
- Participate in disputes that are brought to the Board's attention as they relate to the School's discipline policy, especially disputes arising in the areas of expulsion and long-term suspension;
- Advocate on behalf of the School by working to establish partnerships with community organizations, institutions of higher learning, nonprofit foundations and corporate entities that support education through noncommercial relationships; and
- Handle complaints submitted to the Board in a timely manner pursuant to the complaints process (provided in Attachment 39).

Officer Roles and Responsibilities

According to the by-laws of KIPP Tech Valley Charter School, there shall be four officers of the Board of Trustees: President, Vice President, Secretary and Treasurer. The roles and responsibilities of each of those positions are detailed below:

President

The role of the President is to serve as chief executive officer of the Board and to ensure that the mission of the school is being fulfilled at all times. Responsibilities include but are not limited to:

- Prepare the agenda for all Board meetings;
- Preside over and direct Board meetings in accordance with parliamentary procedures defined by Robert's Rules of Order;
- Serve as the lead person for cultivating community partnerships; and
- Ensure Board activities are in compliance with all applicable New York State and federal law and regulations.

Vice President

- The role of Vice President is to act in place of the President in his/her absence from Board meetings. Responsibilities include, but are not limited to assisting the President in delegating responsibility for tasks throughout the Board membership.

Secretary

The role of the Secretary is to oversee records and communication of Board activities. Responsibilities include but are not limited to:

- Record and transcribe Board meeting minutes for all open and closed sessions;
- Maintain records of the Board's decisions;
- Maintain files of all Board of Trustees correspondence;
- Prepare any correspondence the Board deems necessary;
- Publicizing the Board meetings in accordance with Article 7 of the New York State Public Officers Law (Open Meetings Law); and
- Maintain a calendar of all scheduled Board meetings.

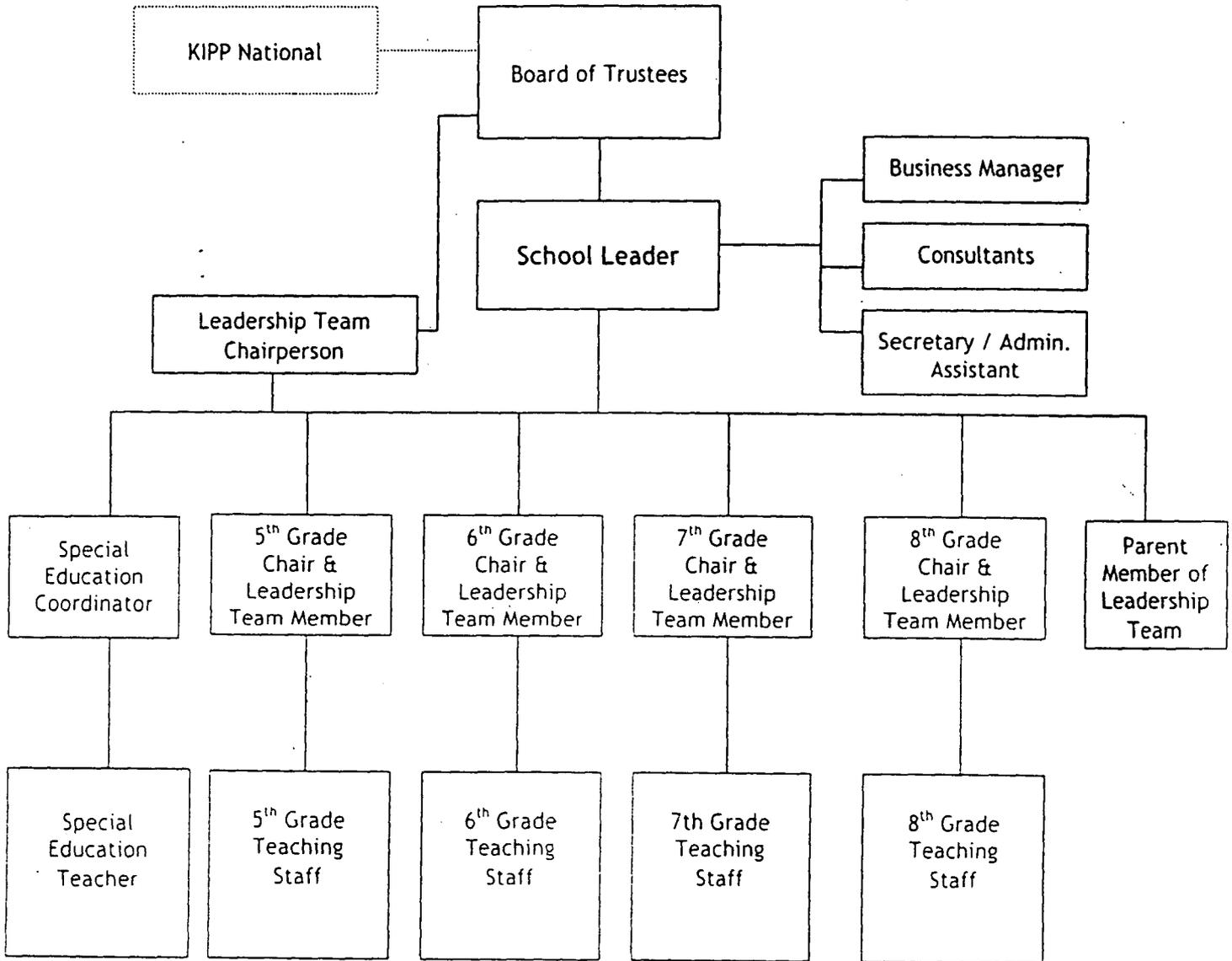
Treasurer

The role of the Treasurer is to oversee the financial processes of the school's day-to-day operations in order to ensure that: 1) the corporation is fiscally stable; 2) all expenditures are in compliance with the school's code of ethics; and 3) all transactions are documented in accordance with GAAP principles. Responsibilities include but are not limited to:

- Oversee the implementation and management of school budget;
- Approve the school's annual budget;
- Oversee the preparation of monthly accounting statements to the Board of Trustees;
- Oversee the preparation of the school's annual financial statements including an income statement, balance sheet and cash flow statement; and
- Arranges and oversee the annual independent financial audit.

29. ORGANIZATIONAL CHART

Provide an organizational chart for the school and a narrative description of the chart. The materials supplied should indicate clearly the reporting structure of staff to the Board of Trustees and staff to the school director(s). If the charter school would contract with a company for management services, explain the company's role in the organizational structure of the school.



The Board of Trustees will govern the KIPP Tech Valley Charter School by setting all policy and approving all financial budgets and significant transactions. The School Leader will have authority to manage the day-to-day operations of the School and will report to the KIPP Tech Valley Board of Trustees. The School Leader will not report to KIPP National in any capacity; the relationship between KIPP National and the School Leader is advisory in nature. For more information regarding KIPP National's involvement in KIPP Tech Valley Charter School, please refer to Attachment 8 of this Application.

KIPP National will provide support and expertise to the School and the School Leader for all KIPP-specific areas of the School including: curriculum development assistance, teacher training, and evaluation of the presence of KIPP's Five Pillars within KIPP Tech Valley Charter School. KIPP National's role is to provide resources, general advice and support to the School only.

As part of managing the day-to-day operations of the School, the School Leader will be responsible for providing leadership and instruction to the staff, including the teachers, business manager, secretary/administrative assistant, and all consultants. As indicated in the Roster of Instructional Staff (Attachment 42), four teachers will be added in Year Two and each year thereafter.

Also, as noted in section of the application on parental involvement (Attachment 22-B), grade level chairs and a parent will make up the school's Leadership Team. Beginning in the second year of operation, these individuals will meet monthly to discuss issues it feels are pertinent to the success of the School and the chairperson of the Team shall report to the Board of Trustees on a regular basis.

30. CODE OF ETHICS

Attach the code of ethics of the charter school. The code of ethics must include a comprehensive and formal conflict of interest policy with specific procedures for implementing the policy and assuring compliance therewith. The code of ethics and conflict of interest policy must be written to apply to trustees, officers and employees of the school.

The Trustees, officers and employees of KIPP Tech Valley Charter School pledge that their prime responsibility as stewards of public funds and as providers of public education, under act by the New York State Board of Regents, is to ensure that all enrolled students attain the highest education level possible and in a manner that adheres to the highest levels of ethical responsibility. To that end, the Trustees, officers and employees of KIPP Tech Valley Charter School declare their acceptance of the standards of practice set forth herein, and their solemn intent to honor them to the limits of their ability:

Code Of Ethics

1. The Board of Trustees shall conduct or direct the affairs of the School and exercise its powers subject to the applicable limitations of the Education Law, Not-for-Profit Corporation Law, the School's charter and its bylaws. The Board may delegate aspects of the management of school activities to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction.
2. Not more than 49 percent of the people serving on the School's Board of may be comprised of: (a) people currently being compensated by the School for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.
3. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a "self-dealing transaction" (see below); (b) a conflict of interest, (c) indemnification of

that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees.

4. The Board of Trustees and the employees of the School shall not engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.
5. Any Trustee or Officer having an interest in a contract, other transaction or program presented to or discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full and frank disclosure to the Board of his or her interest prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is a Director, Trustee or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the School.
6. Trustees representing any not-for-profit corporation proposing to do business with the Charter School shall disclose the nature and extent of such business propositions.
7. No Trustee, officer, or employee of a for-profit corporation having a business relationship with the Charter School shall serve as voting member of the Board of Trustees for the duration of such business relationship, provided, however, that this provision shall not apply to the following:
 - a) Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys;

- b) Individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to such charter school;
 - c) Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization; or
8. In no instance shall a Trustee, officer, or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the Board of Trustees for the duration of such business relationship.
9. Trustees, officers, or employees of any external organization shall hold no more than 49 percent of the total seats comprising the Board of Trustees.
10. Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters, and the Trustee's interest in the matter will be reflected in the Board minutes.
11. Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
12. Trustees shall not use his or her position with the charter school to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person, unless that gift is for the use of the charter school.
13. Charter School Trustees, officers, or employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

SECTION VII
SCHOOL POLICIES

KIPP: Work hard. Be nice.

31. STUDENT ADMISSION POLICIES AND PROCEDURES

Attach the proposed student admission policy and procedures for the charter school. This policy should include, at a minimum, the following information:

- The required anti-discrimination criteria and allowable admissions preferences;
 - The scheduled application and enrollment periods for the first and subsequent years, including the approximate date in each year on which you intend to hold the lottery, if necessary;
 - An outreach plan including strategies for publicizing the school and recruiting prospective students;
 - The specific targeted student population (if any);
 - The step-by-step procedures to be implemented in the event timely applications for admission exceed the available spaces, including who will conduct the lottery, the precise manner in which the lottery will be conducted, and measures that will be taken to ensure that the admission process adheres to § 2854(2); and
 - The procedures for student withdrawal from the school.
-

The KIPP-Tech Valley Charter School shall not discriminate against any student based on race, ethnicity, national origin, gender, or disability or for any other basis that would be unlawful for a public school. The School shall be open to any child who is eligible under the laws of New York State for admission to a public school, and the school shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and Section 2854(2) of the New York Education Law, governing admission to a charter school. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, disability, handicapped condition, ethnicity, race, creed, gender, national origin, religion, or ancestry.

Enrollment Period and Admissions Lottery

Formal recruitment of incoming students will begin after the charter school is authorized. (See Student Recruitment Activities below for more details.) During or before January, KIPP Tech Valley Charter School will advertise open registration and families, if they choose, will meet with KIPP staff and review the expectations of the School. Interested families will submit applications beginning January 15 until February 28 (or the 29th during leap years), at which point students will be accepted. If the number of applicants to the KIPP Tech Valley Charter School exceeds capacity, a random selection process conducted by an individual unaffiliated with KIPP National or KIPP Tech Valley Charter School will be used to assign spaces as described below. This lottery will be held on or about March 15 of each year.

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In its first year of operation, KIPP Tech Valley will accept applications for admission to the Fifth grade, for which approximately 90 students will be accepted. In subsequent years, the school will add an additional class year of approximately 90 students, until full operation is reached with approximately 90 students in each of fifth through eighth grade.

In the event of the need for a lottery, admission preference shall be granted to applicants in the following manner:

In the first year:

- First preference for admission is for students who reside in the district of location, the Albany City School District.
- Any remaining slots shall be available to applicants residing outside the district of location.

In future years:

- First preference will be given to returning students, who will automatically be assigned a space within the School.
- Second preference will be given to siblings of students already enrolled in KIPP Tech Valley Charter School. For definition purposes, "siblings" are two or more children that are related either by 1) birth, by means of the same father or mother, or by 2) legal adoption.
- The third preference for admission is for students who reside in the district of location, the Albany City School District.
- Finally, any remaining slots shall be available to applicants residing outside the district of location.

In the event that a lottery process is necessary to determine enrollment, names will continue to be drawn after all available spaces have been filled in order to form a waiting list for each preference category for each grade level. This waiting list will be the only official, legal document identifying the names of grade eligible students with applications to the Charter School pending acceptance for the subsequent school year, or when vacancies arise, based upon the order of random selection from the lottery.

following a recruitment period. The waiting list shall expire annually at the lottery drawing following the next year's enrollment period.

Student Recruitment Activities

KIPP Tech Valley Charter School, will undertake the measures below, among others, to recruit student applicants. The School will provide translation services for all promotional materials and any person-to-person interaction requiring an English translation.

- Mailings to residents of the City of Albany;
- Post flyers and notices in local newspapers, supermarkets, churches, community centers, and apartment complexes;
- Open Houses conducted at public and private elementary schools, after-school programs and youth centers;
- Visit local organizations in surrounding neighborhoods; and/or
- Canvass neighborhoods to further reach interested families.

Voluntary Withdrawal

The KIPP Tech Valley Charter School is a public school of choice, both for application and withdrawal. There may arise circumstances in which a parent or guardian may wish to transfer their child to a different school. Students with their parent or guardian's permission may withdraw from the School at any time. School personnel will offer to meet with the family and discuss the reasons for the desired withdrawal from the School, as well as to seek solutions to any problems that arise from these discussions.

If the parents or guardians still wish to transfer their child to another school, the staff at KIPP Tech Valley Charter School will make every reasonable effort to help the student find a school that better serves the family's desires. The School will ensure the timely transfer of any necessary school records to the student's new school.

32. DISCIPLINE POLICIES AND PROCEDURES

Attach the charter school's student discipline rules and procedures for regular education students. If your school is to have a provision for suspension or expulsion, include as well the procedures and policies for implementing alternative instruction.

KIPP Tech Valley Charter School will utilize the KIPP Commitment to Excellence Form (See Appendix III) as a model for student behavioral expectations. The School will employ an awards and consequences system that has proven effective in maintaining KIPP's strong culture. Removing a student from the regular educational program for punishment purposes can be counterproductive to the student's learning, but may be necessary to ensure that the learning of students behaving properly is not infringed. Nevertheless the discipline systems are less focused on consequences than the motivation to improve.

Student Records

The KIPP Tech Valley Charter School shall maintain written records of all suspensions and expulsions including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

KIPP Approach

The School will implement two disciplinary tools that are used in various forms and names at most KIPP schools throughout the country: the "Paycheck" and the "Bench."

The Paycheck is a reward system that reinforces positive behavior on a weekly basis. "The Bench" is used to discipline students who break the rules of conduct (negative behavior), violate the school's values, or break one of the commitments listed in the KIPP Commitment to Excellence Form. A detailed explanation of these systems follows in the paragraphs below. *Although these two methods will be in place at KIPP Tech Valley Charter School, the nuances and idiosyncrasies, including what they will be officially named, are subject to change after the school's staff is hired.* Additionally, while these systems will be used for the overwhelming majority of the discipline problems in the school, KIPP Tech Valley Charter School will maintain an out-of-school suspension and expulsion policy for those rare cases in which they are deemed necessary.

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KIPP TECH VALLEY CHARTER SCHOOL
ATTACHMENT 32 - 1

Paychecks

The paycheck system is a representation of each student's performance for one school week. If a student is doing well, this will be represented on his/her paycheck with high monetary gains; conversely, poor behavior throughout the week will result in less "money" earned. Paychecks will be used to motivate and reward students, not to punish them. KIPP dollars can be used to buy KIPP shirts and certain school supplies from the School. The paychecks are usually tallied at end of the school day on Friday and handed out again on the following Monday. Note that these KIPP "dollars" are not real money and have no value outside of KIPP Tech Valley Charter School.

Each paycheck has ten categories. The maximum number of KIPP dollars earned in each category is a five, making a perfect paycheck total up to 50 KIPP dollars. Dollars are awarded (added and subtracted) for the following traits:

1. Attendance and promptness
2. Effort on class work done at home
3. Organization and neatness
4. Paying attention, remaining on-task
5. Participation and asking questions
6. Following directions
7. Behavior outside of class
8. Effort on schoolwork and intellectual curiosity
9. Respect and teamwork
10. GANAS (Displaying courage)

In most cases, a paycheck monitor is assigned for each class and he or she is responsible for carrying a clipboard with the week's paychecks. Each teacher may write comments and their initials in the allotted space on the paychecks during class, or at a later time in the day. Parents may be contacted if a student receives low paychecks.

A 35 - 39 paycheck means that a student had an average week.

A 40 - 44 paycheck means that a student had a very good week.

A 45 - 49 paycheck means that a student had an excellent week.

A 50 or higher paycheck means that a student had a nearly perfect week.

A blank paycheck with no comments will automatically receive a 43.

The paychecks will be reviewed throughout the year to determine who earns invitations to field lessons, end of the year trips, and special events. Parents will be made aware of the significance and consequences of repeated paychecks of below 35. Students who repeatedly score low on their paychecks may lose certain privileges such as McDonalds snacks during Saturday School.

The Bench

The Bench is a tool used to reinforce expectations of the KIPP Tech Valley Charter School family and the value of making the right choices. The School will assign students to "The Bench" for violating the Commitment to Excellence Form. The Bench is not a physical object or destination, it is a separate set of rules that a student must follow limiting his/her interaction with the rest of the School community.

There are two main philosophical reasons for the existence of the Bench. First, the negative consequences reinforce the basic reward and punishment system at KIPP and in life in general: good things happen when an individual makes wise decisions and bad things happen when an individual makes foolhardy decisions. Second, KIPP Tech Valley Charter School places tremendous value on the concept of *team*. Students are expected to contribute to the team of students and teachers by respecting others and fulfilling their share of the work. When a student is on The Bench, all of the benefits enjoyed by the school team are taken away from the student and thus, the student learns to value the privileges associated with being a member of the KIPP Tech Valley team. Most of the time, students will go to The Bench for not completing homework, not bringing work home or to the classroom, repeatedly failing to participate in class when it is apparent the student needs help or is confused, not communicating with a teacher when there is a problem with completing work, and committing disrespectful acts to fellow classmates or teachers.

The amount of time spent on the Bench depends on the violation committed by the student and is left to the discretion of each individual staff member. A student leaves the Bench by demonstrating to the teachers through *actions* that he has learned his lesson and is willing to change the bad habits that caused the punishment in the first place. This is an intentionally subjective process - there are many levels of severity for violations that deserve the Bench punishment, and the duration therefore cannot be uniform for all

students under all circumstances. Generally, a minor violation that is not a reoccurrence will result in a trip to the Bench for no more than 1-2 days. Students who go to the Bench due to repeated violations (poor decision-making) or a severe, one-time offense could spend a full week on the Bench. It should be noted that if poor conduct or counterproductive actions continue while the student is on the Bench, the student must remain on the Bench until he or she has demonstrated a change in work and behavior habits. Students on The Bench are required to write a Bench letter to each of their classmates. In the letter, benched students will write their responses to three questions: What did I do to get on the Bench? How did this affect my team and family? What must I do to get off the Bench? Letters are to be completed by the following Monday morning and submitted to their grade level chair. If a student does not complete their Bench letter, the number of required letters may be increased.

KIPP Tech Valley Charter School's goal is to provide all of its students with a foundation for true success. Each student is capable of making the requisite decisions to avoid the Bench. The Bench is not linked to grades but is directly linked to the level of effort a student chooses to exert on any given day. KIPP's philosophy is that there are no excuses and there are no shortcuts.

The Bench also serves as an insulator between those students who want to advance their academic careers and those who do not. There are far too many obstacles facing underprivileged students in their quest to attend college and live the American Dream. With the enormous effort many of them will make to overcome these unfair, overwhelming odds, they certainly do not deserve to lose out on educational opportunities because of other students in the same classroom who are negatively contributing to the overall dynamics of the learning environment. This discipline system motivates students who tend to cause problems to make the necessary changes in order to positively contribute to the KIPP Tech Valley Charter School community.

Definitions

"Short term suspension" shall refer to the removal of a student from School for disciplinary reasons for a period of five or fewer days. "Long term suspension" shall refer to the removal of a student from School for disciplinary reasons for a period of more than five days. "Expulsion" shall refer to the permanent removal of a student from School for disciplinary reasons.

Short Term Suspension

A student who has committed any of the infractions listed below shall be subject minimally to a short-term suspension, unless the School Leader determines that an exception should be made based on the individual circumstances of the incident and the student's disciplinary record. The School Leader reserves the right to adjust the punishment for each infraction per his or her judgment.

Disciplinary Infractions

- Attempt to assault any student or staff member
- Vandalize school property causing minor damage;
- Endanger the physical safety of another by the use of force or threats of force that reasonably places the victim in fear of imminent bodily injury;
- Engage in conduct which disrupts school or classroom activity or endanger or threaten to endanger the health, safety, welfare, or morals of others;
- Engage in insubordination;
- Fail to complete assignments, carry out directions, or comply with disciplinary sanctions;
- Cheat on quizzes, exams, or commit plagiarism;
- Used forged notes or excuses;
- Steal, or attempt to steal, or possess property known by the student to be stolen;
- Commit extortion;
- Engage in gambling;
- Abuse school property or equipment;
- Use obscene or abusive language or gestures;
- Engage in acts of verbal or physical sexual harassment;
- Make a false bomb threat or pull a false emergency alarm;
- Possess tobacco or alcohol;
- Possess pagers, beepers, or portable/cellular telephones not being used for instructional purposes;
- Wear inappropriate, insufficient, or disruptive clothing or attire, or violate the KIPP Student Dress Code;
- Commit any other act which school officials reasonably conclude disrupts the learning environment of the school;
- Repeatedly commit minor behavioral infractions which, in aggregate, may be considered an infraction subject to formal disciplinary action;

Procedures and Due Process for Short Term Suspension

The School Leader may impose a short-term suspension, and shall follow due process procedures consistent with federal case law pursuant to Goss v. Lopez (419 U.S. 565). Before imposing a short term suspension, or other, less serious discipline, the school principal shall provide notice to inform the student of the charges against him or her, and if the student denies the charges, an explanation of the evidence against the student. A chance to present the student's version of events shall also be provided.

Before imposing a short-term suspension, the School Leader shall immediately notify the parents or guardian in writing that the student may be suspended from school. Written notice shall be provided by personal delivery, express mail delivery within 24 hours of the decision to impose suspension at the last known address(es) of the parents or guardians. Where possible, notification also shall be provided by telephone. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or guardian of their right to request an immediate informal conference with the School Leader. Such notice and informal conference shall be in the dominant language of mode of communication used by the parents or guardian. The parents or guardian of the student and the student shall have the opportunity to present the student's version of the incident and to ask questions of the complaining witnesses. Such notice and opportunity for an informal conference shall take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon as possible after the suspension as is reasonably practicable.

The School Leader's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with the Charter School's complaint process as described in Attachment 39.

Long Term Suspension

A student who is determined to have committed any of the infractions listed below shall be subject *minimally* to a long-term suspension or expulsion, unless the School Leader determines that an exception should be made based on the circumstance of the incident and the student's disciplinary record. Such a student may also be subject to

any of the disciplinary measures outlined elsewhere in this document including a referral to the appropriate law enforcement authorities.

Disciplinary Infractions

Possess, use, attempt to use, or transfer of any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student in school;

- Commit, or attempt to commit arson on school property;
- Assault any other student or staff member;
- Intentionally causes physical injury to another person, except when student's actions are reasonably necessary to protect him or herself from injury;
- Vandalize school property causing major damage;
- Commit any act, which school officials reasonably conclude warrants a long-term suspension.

In addition, a student who commits any of the acts previously described as causes for short term-suspension may, instead or in addition, be subject to a long-term suspension at the School Leader's discretion only if the student has committed the act at least three times in the academic year.

Procedures and Due Process for Long Term Suspension

The School Leader may impose a long-term suspension. Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. In extreme circumstances, the head of school may expel the student from school. Upon determining that a student's action warrants a possible long-term suspension, the head of school shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions. The School Leader also shall immediately notify the student's parent(s) or guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the School has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents which resulted in the suspension and shall indicate that a formal hearing will be held on the matter which may result in a long-term

suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s). At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence.

If the School Leader initiates the suspension proceeding, he or she shall personally hear and determine the proceeding or may, in his discretion, designate a hearing officer to conduct the hearing. The hearing officer's report shall be advisory only and the School Leader may accept or reject all or part of it. The School Leader's decision to impose a long-term suspension or expulsion may be challenged by the parent or guardian in accordance with the charter school's complaint process as described in Attachment 39.

Firearm Violations

Federal and State law require the expulsion from School for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at School, except that the School Leader may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). "Weapon," as used in this law means a "firearm," as defined by 18 USC§8921, and includes firearms and explosives. (New York Education Law §3214(3)(d) effectuates this federal law.) The School Leader shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The School Leader shall refer any pupil sixteen years of age or older or a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

Provision of Instruction During Removal

KIPP Tech Valley Charter School will ensure that alternative educational services are provided to a child who has been suspended or removed to help that child progress in the School's general curriculum. For a student who has been suspended, alternative instruction will be provided to the extent required by applicable law. For a student who has been expelled, alternative instruction will be provided in like manner as a suspended

student until the student enrolls in another school or until the end of the school year, whichever comes first.

Alternative instruction will be provided to students suspended or expelled in a way that best suits the needs of the student and the School on a case-by-case basis. Instruction for such students shall be sufficient to enable the student to make adequate academic progress, and shall provide them the opportunity to complete the assignments, learn the curriculum and participate in assessments. Instruction will take place in one of the following locations: the child's home, a contracted facility (e.g., in the school district of location), or a suspension room at the charter school. Instruction will be provided by one or more of the following individuals in consultation with the student's teacher(s): teacher aides or trained volunteers, individuals within a contracted facility, a tutor hired for this purpose.

REVISED ATTACHMENT

SUBMITTED MARCH 5, 2004

Attachment 33 – Discipline Policy for Students with Disabilities

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33. DISCIPLINE POLICY FOR STUDENTS WITH DISABILITIES

Please provide the policy that the school will enact for students with disabilities.

In addition to the discipline procedures applicable to all students, The KIPP Tech Valley Charter School shall implement the following procedures are applicable to students with disabilities [a student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.527(b)—that a disability exists may request to be disciplined in accordance with these provisions.] The School shall comply with sections 300.519-300.529 of the Code of Federal Regulations (CFR) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

The School shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

Students for whom the Individualized Educational Plan (IEP) includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter will be immediately referred to the Committee on Special Education (CSE) of the student's district of residence for consideration of a change in the guidelines.

If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement.

In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

Provision of Services During Removal

Those students removed for a period fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The School also shall provide additional alternative instruction with the reasonable promptness and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals equals ten or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, School personnel, in consultation with the child's special education teacher, shall make the service determination.

During any removal for drug or weapon offenses [pursuant to 34 CFR §300.520(a)(2)] services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The school will place students in interim alternative educational settings as appropriate and mandated by 34 CFR §300.520(a)(2).

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination.

CSE Meetings

Meetings of the CSE of the student's district of residence to either develop a behavioral assessment plan or, if the child has one, to review such plan are required when: (1) the child is first removed from his or her current placement for more than ten school days in a school year; and (2) when commencing a removal which constitutes a change in placement.

Subsequently, if other removals occur which do not constitute a change in placement, the school will work with the CSE of the student's district of residence to review the child's assessment plan and its implementation to determine if modifications are necessary. If one or more members of the CSE of the student's district of residence believe that modifications are needed, then the CSE is expected to meet to modify the plan and/or its implementation.

Due Process

If discipline which would constitute a change in placement is contemplated for any student, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) immediately, if possible, but in no case later than ten school days after the date on which such decision is made, the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action.

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary

action relating to weapons or drugs, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and School agree otherwise.

34. DRESS CODE POLICY

If the charter school would implement a dress code policy, provide such policy including a description of how cost of any uniform would be covered for parents unable to afford them.

KIPP Tech Valley Charter School will implement a uniform dress code policy in order to promote unity within the student body. Wearing a uniform eliminates many of the distractions and divisions that can take place when students following the latest fashion trends. The uniform will consist of a variety of KIPP shirts available for sale at a discounted price from the School. The uniform policy will consist of the following regulations:

- 1) Students are to wear a KIPP shirt everyday, Monday through Friday. Their KIPP shirts must be fully visible at all times within the building. Students may also wear KIPP vests, sweatshirts, jackets, or other shirts approved by the School Leader.
- 2) All KIPP shirts must be tucked in.
- 3) On Monday through Friday, students may not wear overalls, jumpers, or any other articles of clothing that cover their KIPP shirts.
- 4) All pants must fit around the waist.
- 5) Pants and jeans may not be excessively baggy and may not cover the shoes.
- 6) Students may not wear sleeveless or cut-off shirts, blouses, or dresses.
- 7) Students may not wear inappropriately tight or short shirts, pants, shorts, skirts, or pedal pushers. If a student continuously violates this rule, he/she may be placed on the "khaki plan." Students on such a plan are only allowed to wear khaki pants.
- 8) Students may not wear hats, caps, do-rags, bandanas, or other head coverings in the school. If students have religious requirements for wearing head covering, this will be permitted.
- 9) Students may not pierce any body parts other than their ears.
- 10) Students may not wear make-up with color.

The first-year annual budget and five-year annual budget (Attachments 45 and 46) include funding for student uniforms that increases annually from \$2,700 in Year One (2005-06) to \$10,800 in Year Four (2008-09). The provision of uniforms by the school to students will be handled on a case-by-case basis. Parents will be required to demonstrate need (such as a single-parent household, qualify for the federal free- or reduced-priced meals program, etc.) in order to have the school provide their students with a complimentary uniform.

35. FOOD SERVICES

Please provide a description of the food services to be provided by the charter school

KIPP Tech Valley Charter School will offer a hot/cold breakfast, snack and lunch program to all students. Additionally, the School will participate in the federal School Breakfast Program and the National School Lunch Program, administered by the United States Department of Agriculture (USDA.) Both programs offer free or reduced meals to all students that meet eligibility requirements. Typically, students from households with incomes at or below 130% of the poverty level are eligible for free meals, while students from households with incomes between 130% and 185% of the poverty level are eligible for reduced-price meals.

KIPP Tech Valley Charter School will contract for food services through a food vendor and will seek vendor recommendations from local public schools and charter schools. The School anticipates having all meals prepared off-site and brought in on a daily basis. The School will provide an on-site refrigerator for short-term milk storage and an eating area/cafeteria for meal consumption. All meals will meet USDA minimum nutrition requirements, including dietary guidelines, and recommended daily allowances of protein, Vitamin A, Vitamin C, iron, calcium and calories.

36. HEALTH SERVICES

Please describe plans for health services to be provided by the charter school, or options under consideration.

KIPP Tech Valley Charter School will comply with all health services requirements applicable to public schools. To the extent possible, the school will provide on-site health care services similar to those services available to children attending Albany Public Schools, including a part-time nurse, who is funded in the budget. Per sections 901 – 914 of New York State Education Law and Commissioner's Regulation 136.2(d)(2), the school will provide, at the very least, all health services required by law. These health services will include:

- 1) Physical examinations upon admittance to the School.
- 2) Physical examinations upon entry into seventh grade and at any other time deemed necessary by Albany Public Schools and/or KIPP Tech Valley Charter School.
- 3) Annual vision screening testing for all students. Per section 905 of New York Education Law, the components of vision testing shall include distance acuity, color perception, and near vision.
- 4) Annual hearing testing for all pupils in grades K-7 and any other time deemed necessary by Albany Public Schools and/or KIPP Tech Valley Charter School.
- 5) Annual scoliosis (spinal) screening test for all students 8-16 years of age.
- 6) Maintenance of cumulative health records.
- 7) Emergency care of ill or injured students.
- 8) Compliance with and enforcement of mandatory immunization requirements.

Maintenance and Storage of Cumulative Health Records

KIPP Tech Valley Charter School will store all health records for enrolled students. Cumulative student health records shall be held until the student is 27 years old. Immunization records will be held 10 years after the immunizations were administered.

Immunization Requirements

New York State law requires that each student entering kindergarten or a new school district in grades 1 – 12 have a certificate of immunization at the time of registration or not later than the first day of school. New York State immunization requirements include:

- Diphtheria [Toxoid Containing Vaccine (DTP, DtaP) 3 doses];
- Polio [(IPV)(OPV3 OPV or 4 IPV]
- Measles / Mumps / Rubella [(MMR) Born before 1985: 1 dose of MMR; Born on or after 1985: 2 doses of measles containing vaccine and 1 dose each of mumps and rubella (preferably as MMR)]
- Hepatitis B [Born on or after 1/1/93 – 3 doses]
- Varicella – 1 dose

Before a child can be permitted to enter and attend school, parents or guardians must present documentation that their child has received all required doses of vaccines or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Parents may waive immunization in accordance with Public Health Law and exceptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs, which may include religious beliefs, contrary to such immunization (see §2164 (8) and (9) of the Public Health Law).

Defibrillator

The Charter School, in accordance with §917 of the Education Law, maintains on-site automated external defibrillator (AED) equipment to ensure ready and appropriate access for use during emergencies and shall ensure that a staff member is trained in the operation and use of such equipment for use in the school and at any school-sponsored events at other locations.

37. NEW YORK STATE FREEDOM OF INFORMATION LAW COMPLIANCE

Attach the proposed school's policies and procedures for complying with the New York State Freedom of Information Law (Article 6 of the New York Public Officers Law).

The KIPP Tech Valley Charter School's policy and procedures to comply with the New York Freedom of Information Law is provided in Volume II of this Application, Exhibit E.

38. NEW YORK STATE OPEN MEETINGS LAW COMPLIANCE

Attach the proposed school's policies and procedures for complying with the New York State Open Meetings Law (Article 7 of the New York Public Officers Law).

The KIPP Tech Valley Charter School policy and procedures for complying with New York's Open Meetings Law are provided in Volume II of this Application, Exhibit F.

39. HANDLING COMPLAINTS SUBMITTED TO THE BOARD OF TRUSTEES

Attach the policies of the charter school's board of trustees for handling complaints from individuals or groups.

Any individual or group may bring complaints to the Board of Trustees of the KIPP Tech Valley Charter School. Complaints will be submitted to the Board of Trustees at least one week prior to the next Board meeting. Complaints submitted later will be addressed at the subsequent meeting of the Board of Trustees. Emergency issues will be dealt with on an as-needed basis, with the Board responding at or prior to its next regular public meeting. Every effort will be made to respectfully address each matter to the satisfaction of the individual or group that presented the complaint. The Board, as necessary, may direct the School Leader or other responsible party to act upon the complaint and report to the Board. The Board of Trustees shall render a determination in writing if appropriate or required.

If a complaint alleges violations of applicable New York State and/or Federal law, or the School's Charter, the following additional policies apply:

- 1) The Board's determination will be provided, in writing, to the individual or group that presented the complaint, along with a copy of the current SUNY appeals process as published on the SUNY Charter Schools Institute Web Site.
- 2) Pursuant to section 2855(4) of the New York State charter law, if after presentation of such a complaint to the Board of Trustees, the individual or group determines that the Board has not adequately addressed the complaint, that individual or group may present the complaint to the School's charter entity, the State University of New York Board of Trustees through the SUNY Charter Schools Institute, which shall investigate and respond. If, after presentation of the complaint to the Institute, the individual or group determines that it has not adequately addressed the complaint, they may present the complaint to the Board of Regents through the State Education Department, which shall investigate and respond. The SUNY Board of Trustees and the Board of Regents shall have the power and the duty to issue appropriate remedial orders to the Board of Trustees of KIPP Tech Valley Charter School under their jurisdiction to effectuate the provisions applicable under the New York State Charter School Law.

40. SCHOOL DISSOLUTION PROCEDURES

In the event of the dissolution of the charter school, attach the procedures that the school would follow for the transfer of students and student record and for the disposition of school assets.

In the event of closure or dissolution of KIPP Tech Valley Charter School, the Board of Trustees shall delegate to the School Leader the responsibility to manage the dissolution process. This process shall include notification to parents of children enrolled in the Charter School. Additionally, a list of students attending the School will be sent to the school district in which the Charter School is located, the Albany City School District.

An escrow amount of \$25,000 shall be maintained to handle expenses to implement the dissolution process. The School shall transfer student records to the Albany City School District and the parents of the enrolled students shall be notified of the transfer of records.

The remaining assets of KIPP Tech Valley Charter School, after satisfaction of outstanding debts, shall be transferred to another charter school within the Albany School District or directly transferred to the District, in accordance with section 220 of the Education Law.

SECTION VIII

PERSONNEL

KIPP: Work hard. Be nice.

41. SCHOOL PERSONNEL POLICIES

Attach a copy of the proposed school's personnel policies. The attached policies should include at least the following information:

- the procedures for hiring and dismissing school personnel;
 - the school's qualifications for hiring teachers, school administrators and other employees; and
 - a description of responsibilities for staff members.
-

The KIPP Tech Valley Charter School's personnel policies are provided in Volume II of this Application, Exhibit G.

42. ROSTER OF INSTRUCTIONAL STAFF

Provide a roster of instructional staff for the school for each year of the charter that you are seeking. The roster should indicate and identify classroom teachers, and any teaching aides or assistants, as well as any specialty teachers. In addition, the roster should identify the number of instructional personnel in each classroom, e.g., one teacher, one teaching assistant, one paraprofessional for each class. Please indicate as well whether the charter school intends to utilize the limited waiver regarding teacher certification permitted by § 2854(3)(a-1). If so, indicate your understanding of the limitations of that waiver.

Please refer to the chart below. Note that KIPP Tech Valley Charter School will have one teacher per classroom with no plans at this time to include teaching assistants or paraprofessionals. The School shall employ certified teachers, except that it may hire non-certified teachers equal to not more than 30% of the teaching staff or five teachers, whichever is less. Any such non-certified teachers employed by the School shall meet the criteria set forth in section 2854(3)(a-1) of the New York Education Law and shall be subject-based competent pursuant to the federal *No Child Left Behind* Law.

The School will maintain a part-time physical education teacher. Library services will be provided by either an existing teacher or a parental volunteer. (Funds allocated for overtime in the budget may be used to compensate teachers for providing library services.)

In the event that students may need services as English language learners (ELL), consultants will be hired to provide pull out services or tutoring. The School uses an immersion model for providing ELL services, so this best suits our needs. The One- and Five-Year Budgets include funding for ELL consultants should they be needed (see Attachments 45 and 46).

	2004-05	2005-06	2006-07	2007-08	2008-09
Enrollment	0	90	180	270	360
Grades Served	n/a	5 th	5 th 6 th	5 th 6 th 7 th	5 th 6 th 7 th 8 th
Special Ed Teacher	n/a	1	1	1.5	1.5
Full-time teachers	n/a	4	8	12	16
Part-time teachers	n/a	1	1	1	1
School Leader	1-part.	1	1	1	1

43. WAIVER FROM COLLECTIVE BARGAINING AGREEMENT

If the charter school would have more than 250 students in the first year of operation, indicate whether you are requesting a waiver from the requirement that instructional employees must be members of the existing collective bargaining organization in the school district where the charter school would be located.

Not applicable. KIPP Tech Valley Charter School will enroll no more than 250 students throughout its first year of operation.

SECTION IX
FINANCES AND ACCOUNTABILITY

KIPP: Work hard. Be nice.

44. START-UP BUDGET

Detail a start-up budget for the charter school, including the planned timetable, assumptions for revenue and expenditures, and documentation of start-up revenue. For any funds in the school budget that are provided by an outside source, please provide a letter of commitment detailing the amount and uses for the funding.

KIPP Tech Valley Charter School anticipates opening its doors on July 18, 2005. The start-up phase for the School is the period commencing on or about April 1, 2004 to June 30, 2005, with most expenditures expected to be disbursed during spring 2005 (The time period from possible charter issuance to shortly before the first day of school). Please see the following page for the start-up budget. Note that all figures are conservative, with higher-than-expected expenses and lower-than-expected revenues.

Revenues

The KIPP Tech Valley Charter School startup revenues will come from government grants common to charter schools in New York and a modest short-term line of credit or loan of \$25,000, also typical of charter schools (along with the standard \$15,000 line of credit from KIPP National). The School anticipates receiving a federal Public Charter School Program (PCSP) planning and implementation grant paid over a three-year period in the amount of approximately \$175,000 in the 2004-2005 planning year (and years one and two of the School's operating year for further implementation costs) – an amount common to other charter schools in New York. KIPP National funds the salary for the School Leader preparing for the School's opening, as part of their fellowship salary for the yearlong, KIPP School Leadership Program.

Expenses

Expenses for the startup period fall into five categories: Professional Salaries, Facility Costs, Equipment, Books and Supplies, and Other Startup Costs.

Professional Salaries

KIPP Tech Valley Charter School plans to hire its staff prior to the first day of school operation. The School Leader will be paid for the startup period, from March 1 through June 30, 2005 as part of the position's continued employment with KIPP National as a Fisher Fellow (though additional funding totaling six months is budgeted in case the position begins sooner). Four full-time teachers and one special education teacher will

be hired one month prior to school start, and the Business Manager's position is funded for three months. Base salary figures can be found on the startup budget spreadsheet included after this narrative.

Facility Costs

KIPP Tech Valley Charter School has budgeted \$20,000 for a facility security deposit. The School is seeking to enter an agreement that provides for owner-financed construction in order to avoid substantial up-front construction expenses. All lease payments are projected to commence one week prior to School start.

Equipment

The School will purchase all student desks, student chairs, office furniture and computers one month prior to school start. The School has conservatively estimated student furniture costs to be \$200 per student. Basic classroom equipment (teacher desks, overhead projector, overhead screen and one whiteboard) has been estimated at \$2000 per classroom.

Books and Supplies

Library books and other office supplies will be purchased in the startup phase. Please refer to the startup budget spreadsheet for details.

Other Costs

KIPP Tech Valley Charter School anticipates expenses for staff recruitment, student recruitment, marketing, and board development. The most significant expense in this category is staff recruitment, estimated at \$4,000 for the four-month startup period. The School will receive support from KIPP National for staff recruitment.

Miscellaneous Costs

Other startup costs include curriculum development, travel and miscellaneous printing and copying and consultants (e.g., for technology set-up and ELL training). These costs are conservatively estimated to be \$22,000.

KIPP Tech Valley Charter School

Assumptions

**Start-Up
2004-05**
April 1, 2004 - Jun 30 2005

Assumptions

No. of Students	0	
Days of school	0	
No. of Regular Teachers	0	
Square feet		
Per Pupil Funding	\$8,393	0% Increase each year (Inflation)
Inflation Rate	103%	
Pay Raise %	105%	
Free and Reduced Lunch %	65%	
Daily Attendance Rate		

I. Revenues

Per pupil funding	-		Reduced by attendance rate
Federal Title I Aid	-	\$	600 per eligible student
Federal PCSP Grants (Title X)	175,000		
NYS Charter School SSF Grant	-		
Special Education Funding	-		
KIPP Walton Planning Grant	-		See Commitment letter
KIPP Walton Start Up Grant	-		See Commitment letter
KIPP DOE Grant	-		Fisher Fellow Salary covered by KIPP National
KIPP Fisher Fellowship Salary Grant	41,600		
KIPP Line of Credit	15,000		
Other grants/short-term financing	25,000		Short-term line of credit or loan
Individual donations	-		
Federal Lunch money	-	\$	3.20 per child/day
Total Revenue	\$256,600		

II. Expenditures

Professional Salaries			
School Leader	32,500	\$	65,000 Base Salary (6 mo.)
Business Manager	13,750	\$	55,000 Base Salary (3 mo.)
Teachers	7,500	\$	45,000 (45,000 Base per teacher + 15% OT bonus)
Special Education Staff	3,750	\$	45,000 Base Salary (1 mo.)
Part-Time Staff (Phys. Ed.)	1,000	\$	12,000 Part-Time Salary (1 mo.)
Leadership Team Compensation	-		
Benefits and Payroll Taxes	16,100		28% of Base Salary
Total Professional Salaries	\$74,600		

Administrative Staff

Secretary	7,750	\$	31,000 Base Salary (3 mo.)
Benefits and Payroll taxes	2,170		28% of Base Salary
Total Administrative Staff	\$9,920		

Facility

Rent	20,000	\$	20 per sq. ft (Owner financed construction)
Utilities	4,000	\$	4 per sq. ft
Taxes	-	\$	Leased Facility
Cleaning	-	\$	60 per day (\$30/hr for 2 hrs)
Building Repair	-	\$	2.0 per sq. ft

Renovation and Construction	-	\$	-	Owner financed construction
Fire/Security System	-	\$	150	per month
Internet Access	1,600	\$	20	per month for 20 computers
Telephone	600	\$	200	per month
Cell Phones (Staff)	1,080	\$	60	per month per staff member
Total Facility	\$27,280			

Equipment				
Basic Classroom Equipment	8,000	\$	2,000	per new classroom
Office Computers/Software	6,000			
Phone System (Lines & phones)	2,000			
School Wide Computers/Software	50,000	\$	10,000	per new classroom
Furniture (Students)	18,000	\$	200	per student
Office Furniture	4,500			
Athletic equipment (Defibrillator)	2,500			
Musical equipment	-	\$	100	per student
Copier (Leased)	900	\$	300	per month
Total Equipment	\$91,900			

Books and Supplies				
Textbooks	-	\$	200	per student
Copier Supplies	-			Leased Copier
Printer Supplies	600			
Office Supplies	1,600	\$	800	per month
Library books	2,500			
Classroom Supplies	-	\$	20	per student
Other classroom equipment	3,500	\$	25	per student
Total Books and Supplies	\$8,200			

Contracted Costs				
Nurse	-			
Saturday school consultants	-	\$	25	per hour, 400 hours per grade
Saturday school lunch	-	\$	100	per student (\$5 for 20 Saturdays)
Special Education Services	-			
Staff / Curriculum Development	-	\$	1,500	per teacher
KIPP Line of Credit Reimbursement	-			
KIPP Annual Licensing Fee	-			
Transportation - Misc trips	-	\$	3,000	per year
Audit	-			
Accounting	2,500			
Legal	5,000			
Subsidized Food Service	-	\$	3.75	per student / day
Total Contracted Costs	\$7,500			

Other Costs				
Marketing and Student Recruitment	5,000			
Board Development and Training	1,000			
Insurance	2,000			
Staff Recruitment	4,000	\$	200	per month
Assessment/Testing	-	\$	10	per student + \$4000
Postage	1,000	\$	10	per parent / year
Bank Costs	200			
Student Uniforms	-	\$	30	per student
Local & Out-of-state field lessons	-	\$	400	per student (typical for KIPP Schools)
Total Other Costs	\$13,200			

Miscellaneous Costs

Dissolution Escrow	
Curriculum Development	4,000
Printing and Copying	5,000
Travel	3,000
Consultants (incl. ELL & Tech.)	10,000
Total Other Start-up Costs	\$22,000

Total Revenues	\$256,600
Total Expenditures	\$254,600
Balance	\$2,000

45. FIRST-YEAR ANNUAL BUDGET

Detail the charter school's proposed first-year annual budget and provide a discussion of the assumptions used to determine revenue and expenditures. Provide as well a cash flow projection on a monthly basis with related assumptions.

Please refer to the attached First-year budget for KIPP Tech Valley Charter School. Detailed line item assumptions are indicated on the spreadsheet.

KIPP Tech Valley Charter School

Assumptions

**Oper. Year 1
2005-06**

Jul 1, 2005 - June 30, 2006

Assumptions

No. of Students	90	
Days of school	220	
No. of Regular Teachers	4	
Square feet	7,000	
Per Pupil Funding	\$ 8,393	0% Increase each year
Inflation Rate	3%	
Pay Raise %	5%	
Free and Reduced Lunch %	65%	
Daily Attendance Rate	92%	

Year 1

I. Revenues

Per pupil funding	694,940		Reduced by attendance rate
Federal Title I Aid	35,100	\$	600 per eligible student
Federal PCSP Grants (Title X)	175,000		
NYS Charter School SSF Grant	-		
Special Education Funding	-		
KIPP Walton Planning Grant	-		
KIPP Walton Start Up Grant	130,000		
KIPP DOE Grant			
KIPP Fisher Fellowship Salary Grant	-		Fisher Fellow Salary from KIPP Nations
KIPP Line of Credit			
Other grants			
Individual donations	25,000		To be raised.
Federal Lunch money	41,184	\$	3.20 per child/day
Total Revenue	\$1,101,224		

KIPP TECH VALLEY CHARTER SCHOOL ATTACHMENT 45 - 2

II. Expenditures

Professional Salaries

School Leader	65,000	\$	65,000	Base Salary
Business Manager	55,000	\$	55,000	Base Salary
Teachers	207,000	\$	45,000	(45,000 Base per teacher + 15% OT bo
Special Education Staff	45,000	\$	45,000	Base Salary
Part-Time Staff (Phys Ed.)	12,000	Part Time		\$12,00 for Phys Ed.
Leadership Team Compensation	-			
Benefits and Payroll Taxes	104,160			28% of Base Salary
Total Professional Salaries	\$488,160			

Administrative Staff

Secretary	31,000	\$	31,000	Base Salary
Benefits and Payroll taxes	8,680			28% of Base Salary
Total Administrative Staff	\$39,680			

Facility

Rent	140,000	\$	20	per sq. ft (Owner financed construction)
Utilities	28,000	\$	4	per sq. ft
Taxes	-	\$	-	Leased Facility
Cleaning	13,200	\$	60	per day (\$30/hr for 2 hrs)
Building Repair	14,000	\$	2.0	per sq. ft
Renovation and Construction	-	\$	-	Owner financed construction
Fire/Security System	1,899	\$	150	per month
Internet Access	4,800	\$	20	per month for 20 computers
Telephone	2,400	\$	200	per month
Cell Phones (Staff)	4,320	\$	60	per month per staff member
Total Facility	\$208,619			

Equipment

Basic Classroom Equipment	-	\$	2,000	per new classroom
Office Computers/Software	1,000			
Phone System (Lines & phones)	-			
School Wide Computers/Software	-	\$	10,000	per new classroom
Furniture (Students)	-	\$	200	per student
Office Furniture	12,000			

Athletic equipment	1,800	\$	20 per student
Musical equipment	9,000	\$	100 per student
Copier (Leased)	3,600	\$	300 per month
Total Equipment	\$27,400		
Books and Supplies			
Textbooks	18,000	\$	200 per student
Copier Supplies	200		Leased Copier
Printer Supplies	2,000		
Office Supplies	9,600	\$	800 per month
Library books	1,000		
Classroom Supplies	13,500	\$	20 per student
Other classroom equipment	2,250	\$	25 per student
Total Books and Supplies	\$46,550		
Contracted Costs			
Nurse	7,000		
Saturday school consultants	10,000	\$	25 per hour, 400 hours per grade
Saturday school lunch	9,000	\$	100 per student (\$5 for 20 Saturdays)
Special Education Services	25,000		
Staff / Curriculum Development	6,000	\$	1,500 per teacher
Line of Credit Reimbursement	22,500		KIPP 15k and 25k amort. @8%-plus, 4 yrs.
KIPP Annual Licensing Fee	7,000		1% of student revenue; 3% after- max. teacher salary
Transportation - Misc trips/Extra Days	9,000	\$	3,000 per year plus 6000 for xtra school days
Audit	7,000		
Accounting	5,000		
Legal	5,000		
Subsidized Food Service	48,263	\$	3.75 per student / day
Total Contracted Costs	\$160,763		

Other Costs

Marketing and Student Recruitment	3,000		
Board Development and Training	3,000		
Insurance	11,000		
Staff Recruitment	2,400	\$	200 per month
Assessment/Testing	4,360	\$	10 per student + \$4000
Postage	900	\$	10 per parent / year
Bank Costs	600		
Student Uniforms	2,700	\$	30 per student
Local & Out-of-state field lessons	36,000	\$	400 per student (typical for KIPP Schools)
Total Other Costs	\$63,960		

Miscellaneous Costs

Dissolution Escrow	\$25,000
Curriculum Development	
Printing and Copying	
Travel	1,000
Consultants (incl. ELL & Tech.)	10,000
Total Other Start-up Costs	\$36,000

Total Revenues	\$1,101,224
Total Expenditures	\$1,071,132
Balance	\$30,093

46. FIVE-YEAR BUDGET PLAN

Provide a five-year budget plan for the charter school, including the assumptions for changes to expenditure and revenue amounts during this period.

Please refer to the attached Four-Year financial plan for KIPP Tech Valley Charter School reflecting the four years the School is in operation (since the School will utilize a planning year during its five-year charter). Detailed line-item assumptions are indicated on the spreadsheet. Most figures are based on the following corresponding assumptions:

2005-06 Per-pupil funding	\$8,393 (2003-04 figure, fully two years prior; increased in 2007-08 by 3.5%, reflecting District spending growth, to \$8,687)
Daily attendance rate	92% (Lower than all KIPP schools)
No. of new teachers per year	4
Classrooms per grade	4
Annual pay raises for all personnel	5%
Inflation rate	3%
Per-pupil funding annual increase	3%
Free and Reduced Lunch %	65% (90% Expected)
Square footage	7,000 sq. ft. added annually, \$20 per

KIPP Tech Valley Charter School

Assumptions

	Oper. Year 1 2005-06	Year 2 2006-07	Year 3 2007-08	Year 4 2008-09
	Jul 1, 2005 - June 30, 2006	Jul 1, 2006 - June 30, 2007	Jul 1, 2007 - June 30, 2008	Jul 1, 2008 - June 30, 2009
No. of Students	90	180	270	360
Days of school	220	220	220	220
No. of Regular Teachers	4	8	12	16
Square feet	7,000	14,000	21,000	28,000
Per Pupil Funding	\$ 8,393	\$ 8,393	\$ 8,687	\$ 8,687
Inflation Rate	3%			
Pay Raise %	5%			
Free and Reduced Lunch %	65%			
Daily Attendance Rate	92%			

0% Increase years 1, 2 & 4
3.5% Increase year 3 (District spending incr.)

	Year 1	Year 2	Year 3	Year 4
I. Revenues				
Per pupil funding	694,940	1,389,881	2,157,790	2,877,053
Federal Title I Aid	35,100	70,200	105,300	140,400
Federal PCSP Grants (Title X)	175,000	175,000	-	-
NYS Charter School SSF Grant	-	-	-	-
Special Education Funding	-	-	-	-
KIPP Walton Planning Grant	-	-	-	-
KIPP Walton Start Up Grant	130,000	-	-	-
KIPP DOE Grant	-	-	-	-
KIPP Fisher Fellowship Salary Grant	-	-	-	-
KIPP Line of Credit	-	-	-	-
Prior Year Surplus	-	30,093	26,833	-
Individual donations	25,000	25,000	25,000	-
Federal Lunch money	41,184	82,368	123,552	164,736
Total Revenue	\$1,101,224	\$1,772,542	\$2,438,475	\$3,182,189

Reduced by attendance rate
per eligible student

Fisher Fellow Salary from KIPP NII

To be raised.
3.20 per child/day

II. Expenditures

Professional Salaries

School Leader	65,000	68,250	71,663	75,246	\$ 65,000	Base Salary
Business Manager	55,000	57,750	60,638	63,689	\$ 55,000	Base Salary
Teachers	207,000	434,700	684,853	958,514	\$ 45,000	(45,000 Base per teacher + 15% OT bonus)
Special Education Staff	45,000	47,250	72,113	75,718	\$ 45,000	Base Salary; Funds 1.5 starting Yr. 3
Part-Time Staff (Phys. Ed)	12,000	12,600	13,230	13,892	Part-Time	\$12,000 for Phys Ed
Leadership Team Compensation	-	2,000	4,000	6,000		
Benefits and Payroll Taxes	104,160	170,226	248,938	328,481		28% of Base Salary
Total Professional Salaries	\$488,160	\$792,776	\$1,155,234	\$1,521,519		

Administrative Staff

Secretary	31,000	32,550	34,178	35,886	\$
Benefits and Payroll taxes	8,680	9,114	9,570	10,048	
Total Administrative Staff	\$39,680	\$41,664	\$43,747	\$45,935	

31,000 Base Salary
28% of Base Salary

Facility

Rent	140,000	280,000	420,000	560,000	\$
Utilities	28,000	56,000	84,000	112,000	\$
Taxes	-	-	-	-	\$
Cleaning	13,200	13,596	14,004	14,424	\$
Building Repair	14,000	28,000	42,000	56,000	\$
Renovation and Construction	-	-	-	-	\$
Fire/Security System	1,899	1,958	2,015	2,075	\$
Internet Access	4,800	4,944	5,092	5,245	\$
Telephone	2,400	2,472	2,546	2,623	\$
Cell Phones (Staff)	4,320	7,200	10,080	12,960	\$
Total Facility	\$208,619	\$394,168	\$579,737	\$765,327	

20 per sq. ft (Owner financed construction)
4 per sq. ft
Leased Facility
60 per day (\$30/hr for 2 hrs)
2.0 per sq. ft
- Owner financed construction
150 per month
20 per month for 20 computers
200 per month
60 per month per staff member

Equipment

Basic Classroom Equipment	-	8,000	8,000	8,000	\$
Office Computers/Software	1,000	250	250	250	
Phone System (Lines & phones)	-	-	-	-	
School Wide Computers/Software	-	45,000	45,000	45,000	\$
Furniture (Students)	-	18,540	19,096	19,669	\$
Office Furniture	12,000	2,000	2,060	2,122	
Athletic equipment	1,800	3,600	5,400	7,200	\$
Musical equipment	9,000	9,270	9,548	9,835	\$
Copier (Leased)	3,600	3,708	3,819	3,934	\$
Total Equipment	\$27,400	\$90,368	\$93,174	\$96,009	

2,000 per new classroom
10,000 per new classroom
200 per student
20 per student
100 per student
300 per month

Books and Supplies

Textbooks	18,000	18,540	19,096	19,669	\$
Copier Supplies	200	200	200	200	
Printer Supplies	2,000	4,000	6,000	8,000	
Office Supplies	9,600	9,888	10,185	10,490	\$
Library books	1,000	2,000	2,000	2,000	
Classroom Supplies	13,500	3,600	5,400	7,200	\$
Other classroom equipment	2,250	4,500	6,750	9,000	\$
Total Books and Supplies	\$46,550	\$42,728	\$49,631	\$56,559	

200 per student
Leased Copier
800 per month
20 per student
25 per student

Contracted Costs

Nurse	7,000	7,350	7,718	8,103	
Saturday school consultants	10,000	20,600	31,827	43,709	\$
Saturday school lunch	9,000	18,000	27,000	36,000	\$

25 per hour, 400 hours per grade
100 per student (\$5 for 20 Saturdays)

Special Education Services	25,000	31,250	40,234	41,441	
Staff / Curriculum Development	6,000	12,000	18,000	24,000	\$ 1,500 per teacher
Line of Credit Reimbursement	22,500	7,500	7,500	7,500	Incl. KIPP 15k (yr.1) & 25k amortized @ 8%-plus, 4 yrs.
KIPP Annual Licensing Fee	7,000	41,700	49,600	52,100	1% of student rev. (yr1); 3% after, max. at teacher salary
Transportation - Misc trips/Extra Days	9,000	12,000	12,360	12,731	\$ 3,000 for trips annually/6000 to 9700 xtra days
Audit	7,000	\$7,210	\$7,426	\$7,649	
Accounting	5,000	\$5,150	\$5,305	\$5,464	
Legal	5,000	\$5,150	\$5,305	\$5,464	
Subsidized Food Service	48,263	96,525	144,788	193,050	\$ 3.75 per student / day
Total Contracted Costs	\$160,763	\$264,435	\$357,082	\$437,211	

Other Costs

Marketing and Student Recruitment	3,000	3,090	3,183	3,278	
Board Development and Training	3,000	3,090	3,183	3,278	
Insurance	11,000	13,500	19,000	25,000	
Staff Recruitment	2,400	2,472	2,546	2,623	\$ 200 per month
Assessment/Testing	4,360	5,800	6,700	7,800	\$ 10 per student + \$4000
Postage	900	1,800	2,700	3,800	\$ 10 per parent / year
Bank Costs	600	618	637	656	
Student Uniforms	2,700	5,400	8,100	10,800	\$ 30 per student
Local & Out-of-state field lessons	36,000	72,000	108,000	144,000	\$ 400 per student (typical for KIPP Schools)
Total Other Costs	\$63,960	\$107,770	\$154,048	\$200,835	

Miscellaneous Costs

Dissolution Escrow	\$25,000				
Curriculum Development	-				
Printing and Copying	-				
Travel	1,000	\$1,500	3000	3000	
Consultants (incl. ELL & Tech.)	10,000	\$10,300	\$10,609	\$10,927	
Total Other Start-up Costs	\$36,000	\$11,800	\$13,609	\$13,927	

Total Revenues	\$1,101,224	\$1,772,542	\$2,438,475	\$3,182,189	
Total Expenditures	\$1,071,132	\$1,745,709	\$2,446,241	\$3,137,322	
Balance	\$30,093	\$26,833	-\$7,767	\$44,868	

47. EVIDENCE OF FINANCIAL SOUNDNESS AND ADDITIONAL FUNDS

Provide supporting evidence that the start-up budget plan, the first-year budget, and the five-year budget plan are sound and that the proposed school would have sufficient start-up funds available to it.

All revenues and expenses for the KIPP Tech Valley Charter School have been conservatively estimated. Average daily attendance rates and per-pupil funding have been purposely underestimated. Each fiscal year has been budgeted to be self-sustaining. Evidence of financial soundness include, but is not limited, to the following:

- Very little fundraising revenue is assumed; including the typical level of Walton grant funds to KIPP schools and a modest \$25,000 annual level (excluding one year);
- Cash flow assistance is available from KIPP National if necessary, though none is shown;
- Federal funds available to charter schools are not shown other than Title I, School Lunch (which is expended) and federal PCSP, the most common;
- Special education revenue is not assumed, while funds are budgeted for staff and contractual expenses;
- Inflationary expenditure growth is assumed for a range of expenditures, including salaries and fringe benefits, contractual, services, supplies and facility-related costs.
- Funds are budgeted for ELL consultants for training and assistance; and transportation for students to cover the longer KIPP school year.
- Payments from the students' resident district (Albany) show no increase in three of the four years—a highly conservative scenario given the historic penchant for school districts to spend beyond inflation on an annual basis, with rare exceptions. This assumption is made in lieu of showing a higher annual fund balance or contingency line. Only the third year of the plan—school year 2007-08—shows a revenue increase (3.5 percent). This means that the AOE/TAPU payment from the Albany District would not grow until four years from the current 2003-04 school year figure.

48. PROGRAMMATIC AND FISCAL AUDITS

Detail the charter school's requirements for the performance of programmatic and fiscal audits.

Programmatic Audits

As part of KIPP's Five Pillars, an unrelenting *Focus on Results* is essential to fulfilling the mission of KIPP Tech Valley Charter School. The Founders of the School fully realize the importance of outside, independent program audits. Simply stated, one cannot improve what one does not measure.

KIPP National will contract with the renowned firm of British school inspectors, Cambridge Education Associates, Ltd., to evaluate KIPP Tech Valley Charter School in academic years one, two and four as part of the licensing agreement to be signed by KIPP National and KIPP Tech Valley School. Each May, the School will conduct its own self-evaluation based upon the format provided by KIPP National and Cambridge Education Associates. The purpose of these evaluations is to identify strengths and areas for development so that the school may improve the quality of the education it provides and raise the educational standards achieved by its students. KIPP National staff will review the final evaluation report as one important source of evidence to help evaluate the status of the School. These evaluations will also contribute to the national evaluation of KIPP schools so that good practices can be identified and disseminated.

Per New York State Charter Law, the School will also submit an Annual Report to the SUNY Charter Schools Institute and the New York Board of Regents. The main feature of this Report is the state mandated School Report Card, which is required of every New York public school. This Report Card will measure the comparative academic and fiscal performance of the school and will also list: the School's federal and state revenue sources, expenditures for salaries, capital expenses, student services, graduation rates, drop out rates, student suspensions, standardized test performance, student enrollment, students with limited English proficiency (LEP) data and other relevant information. The Annual Report will further include a discussion of the progress made toward the School's achievement goals.

The School will also develop an Accountability Plan as part of the charter agreement with the SUNY Charter School Institute. This Plan will outline the goals for the School and will outline the measures the School will undertake should performance fall below expectations. A draft version of this plan will be due in the fall of the School's first academic year, with the final version due in the winter of that same year.

Fiscal Audits

KIPP Tech Valley Charter School will hire an independent certified public accountant (CPA) to conduct an annual fiscal audit of all financial records including the balance sheet, cash flow statement and income statement. This audit shall be included in the School's Annual Report. Additionally, the CPA will audit the School's journal entries, payroll and record/receipt filing systems. All transactions and documents will adhere to generally accepted accounting procedures (GAAP) and be in compliance with applicable standards set forth by the U.S. Comptroller General.

49. INSURANCE COVERAGE

Describe the insurance coverage to be carried by the charter school, including the name of the insured and amounts of insurance for liability, property loss, and student personal injury.

KIPP Tech Valley Charter School will secure insurance for liability, property loss and student injury through either KIPP National's insurance broker, ISU Loring Insurance Services, or another competitive firm. The School will also obtain directors' and officers' insurance for all Board of Trustees members. Coverage and limits include, but are not limited to:

1. DOMESTIC PROPERTY

POLICY TERM: 12 months to be determined

COVERAGE: Special Form (Excluding Earthquake and Flood), Replacement Cost

LIMITS:

\$ 100,000 Personal Property

\$ Included Business Income/Extra Expense

Property endorsement per form NAE-AMS-002 5/01 is included

PROPERTY

DEDUCTIBLE: \$1,000

EXCLUSIONS: Coverage is subject to policy exclusions

TERRITORY: United States, its Territories and Possessions, Puerto Rico and Canada.

2. DOMESTIC GENERAL LIABILITY

POLICY TERM: 12 months to be determined

COVERAGE: Commercial General Liability Coverage

LIMITS:

General Liability Occurrence Form:

\$1,000,000 Each Occurrence

\$2,000,000 General Aggregate

\$1,000,000 Personal Injury and Advertising Liability

\$2,000,000 Products and Completed Operations Aggregate

\$ 100,000 Fire Legal Liability

\$1,000,000 Employee Benefits Liability, each claim and aggregate

\$1,000,000 Improper Sexual Conduct limits, each claim and aggregate

Included Blanket Additional insured's, except for form
CG2010 (additional charge applies)

EXCLUSIONS: Coverage subject to policy exclusions including but not limited to
Absolute Pollution, Trampoline and Rebounding Equipment

TERRITORY: United States, its Territories and Possessions, Puerto Rico and Canada.

3. BUSINESS AUTO

POLICY TERM: 12 Months to Be Determined

COVERAGE: \$1,000,000 Includes Non-Owned and Hired Liability

EXCLUSIONS: Coverage is subject to policy exclusions.

TERRITORY: United States, its Territories and Possessions, Puerto Rico and Canada.

4. UMBRELLA LIABILITY

POLICY TERM: 12 Months to Be Determined

COVERAGE:

Excess Legal Liability, following form, subject to exclusions. Follows Primary
Coverage. Includes First Dollar Defense Coverage.

LIMITS: \$5,000,000 Each Occurrence
\$5,000,000 Products/Completed Operations Aggregate
\$5,000,000 General Aggregate

EXCLUSIONS: Coverage is subject to policy exclusions, which include but are not
limited to:

Absolute Pollution except Hostile Fire
Asbestos
Aircraft
Care, Custody and Control on Real and Personal Property
Nuclear Hazards

TERRITORY: United States, its Territories and Possessions, Puerto Rico and Canada.

DEDUCTIBLE: A \$10,000- Deductible/Retention applies to events not covered
under the primary liability and not excluded on the umbrella.

51A. FACILITY DESCRIPTION

If you have already identified a charter school facility, describe the facility, including whether it is new construction, part of an existing public or private school building, or a conversion in use.

KIPP Tech Valley Charter School has not yet identified a site for the School. The facility will most likely be an existing building and will not be a new construction project.

The selected building will comply with all applicable city code requirements, pursuant to Education Law § 2853(3)(a) and all equal-access building code requirements through the federal Americans with Disabilities Act (ADA.)

51B. PLAN FOR IDENTIFYING A FACILITY

If you have not identified a charter school facility, describe plans for doing so. The applicant must notify the Charter Schools Institute within ten days of securing a facility.

KIPP Tech Valley Charter School is at the beginning of the facility search process and will be working with KIPP National's Facilities Director, Mark Medema, to identify a facility.

The Founders believe that one of the key reasons for including a planning year in the proposed five-year charter is to take the time necessary to obtain the best possible facility alternative. The planned School opening date of July 2005 provides approximately 22 months from application submission to seek, secure and prepare a suitable facility in time for the opening. The SUNY Charter Schools Institute will be notified within ten days of securing a facility.

52. FACILITY LEASING VS. FINANCING DETAILS

If the charter school or its applicants or partners would own or lease its facility, provide a description of the ownership or lease arrangement of the facility, including indicating specifically any potential conflicts-of-interest and arrangements by which such conflicts will be managed or avoided.

KIPP Tech Valley Charter School will likely lease its facility. The School expects to pay up to \$20 per square foot for any facility it leases. Leasing is preferred as it reduces the School's financial obligation for expenses such as down payments, closing costs and real estate taxes. Should the school locate in a building that houses another school, KIPP Tech Valley Charter School will require a separate entrance and physical separation from the other school in order to protect KIPP's culture of hard work and discipline.

53. SCHOOL FACILITY LAYOUT

Provide a description of the charter school facility, or proposed facility, and its layout. Include the number and size of the classrooms, common areas, recreational space, and community facilities, and any residential facilities (e.g., dormitories or faculty housing).

For its first year, KIPP Tech Valley Charter School needs 7,000 square feet of space, comprised of five or six rooms of approximately 750 square feet each, and a larger, multi-purpose space of approximately 2,500 square feet.

By the fourth year of operation—year five of the charter—KIPP Tech Valley Charter School will be in a facility of approximately 25,000 to 30,000 square feet including sixteen 750 square-foot classrooms, two or three 900 square foot labs, two or three offices, storage space, a 3,200 square-foot multi-purpose room/cafeteria, a gym, and adequate toilet facilities.

54. STUDENT TRANSPORTATION ARRANGEMENTS

Attach a description of the transportation arrangements made for charter school students, including arrangements made for students who would not qualify for public school transportation under Education Law, and any supplemental transportation arrangements planned with the school district.

Students attending KIPP Tech Valley Charter School will receive transportation services for which they are eligible under §2853(4)(b) and §3635 of the Education Law. Specifically, the Albany City School District provides yellow-bus service to students attending charter schools who reside beyond the mileage limits from the School and within the City.

Subject to annual approval and funding by the Board of Trustees, the School may seek to provide transportation for any students enrolled in the charter school who are not eligible for transportation from his or her residence. KIPP Tech Valley Charter School may accomplish this by arranging provision of transportation with any school district that does not provide such services to resident students attending the school as such school district(s) would receive state transportation aid monies for this purpose. Any transportation agreement entered into between the School and a school district shall be forwarded to the charter entity.

Since KIPP Tech Valley Charter School is in session on days when the students' school districts of residence are not in session, the School shall seek arrangements with the Albany City School District and other school districts, if necessary, to provide transportation, at cost, pursuant to §2853(4)(b) of the Education Law, or shall make other necessary transportation arrangements. Funding is included in the School's financial plan for this purpose.

For students ineligible for transportation, absent the provision of transportation services by the KIPP Tech Valley Charter School or through arrangements with applicable school districts, the parents or guardians of such students will be responsible to provide transportation.

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KIPP TECH VALLEY CHARTER SCHOOL
ATTACHMENT 54 - 1

55. SCHOOL EXPANSION

Describe any intention to expand the charter school, including physical expansion, anticipated growth in the school's budget or other financial expansion, expansion in the grade levels served, or expected increases in the student population beyond the requested time period of the charter.

KIPP Tech Valley Charter School does not plan any physical expansion or grade-level expansion beyond the five-year term of the charter, as it will be fully enrolled serving 360 students, grades 5 thru 8 in its fourth year of operation. As such, any "financial expansion" would merely reflect the statutory growth in district, state or federal revenue. Should the Board of Trustees decide to seek any such expansion, the School shall submit a proposed amendment of its charter to the SUNY Charter Schools Institute.

SECTION XI
MISCELLANEOUS

KIPP: Work hard. Be nice.

56. ASSURANCES AGAINST PRIVATE SCHOOL CONVERSION

Please indicate whether the charter school you propose would:

- have the same or substantially the same Board of Trustees and/or officers as an existing private school;
 - draw from an existing private school a substantial portion of the employees of the charter school;
 - would receive from an existing private school a substantial portion of such private school's assets or property; or
 - would be located at the same site as an existing private school.
-

KIPP Tech Valley Charter School shall not have the same or substantially the same Board of Trustees and/or officers as an existing private school; it shall not draw from an existing private school a substantial portion of its employees; it shall not receive from an existing private school a substantial portion of such school's assets or property; nor shall it be located at the same site as an existing private school.

57. ADDITIONAL INFORMATION

Please provide, if you wish, any other information that you think would be helpful to the Charter Schools Institute and the Board of Trustees in their evaluation of your application.

Additional information on KIPP is provided in several appendices labeled under Exhibit H, including a school licensing agreement, additional background information, a list of schools, and a selection of recent news articles. Board of Trustee Request for Information forms also are shown in this part of the Application.

Charter Schools Unit
FEB 09 2004

KIPP:TECH VALLEY CHARTER SCHOOL

The Knowledge Is Power Program (K.I.P.P.)
New York State Charter School Application

VOLUME II - EXHIBITS

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VOLUME TWO: EXHIBITS

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Exhibit H	Appendices: I. KIPP Licensing Agreement
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	V. Board of Trustees - Request for Information Forms
	VI. Community Interest Survey
	VII. Selected News Articles

EXHIBIT A
RELATIONSHIP WITH KIPP FOUNDATION

(From Attachment 9A) If the charter school would be established in conjunction with a for-profit entity (including but not limited to a management company) or a 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 for the contract's renewal and all provisions for termination; and
 - copies of the last two contracts that the management company has executed with operating charter schools (in New York and other states) and, if applicable, the status of those charter schools' application for tax-exempt status under section 501(c)(3) of the Internal Revenue Code.
-

Not applicable.

EXHIBIT B
BACKGROUND INFORMATION – THE KIPP FOUNDATION

(From Attachment 9C) If Requests Nos. 9(a) and 9(b) are applicable to your application, then provide all of the following information. If not applicable, please so note and proceed to Request No. 10.

- Evidence that the corporate entity is authorized to do business in New York State;
 - The number of schools the entity presently manages (if any) and the location of those schools;
 - The length of time the entity has been in business;
 - The most recent annual report of the entity; and
 - A description or summary reports of student achievement results in schools managed by the entity.
-

Not applicable.

EXHIBIT C

LEARNING STANDARDS AND CURRICULUM

(From Attachment 14) Provide the proposed school's learning standards and curriculum, including a description of the skills and knowledge each student will be expected to attain by the end of each grade (or course) in each year of the charter. In addition, indicate that the education program you have described meets or exceeds the student performance standards established by the Board of Regents.

The curriculum for KIPP Tech Valley Charter School is based on models commonly used at schools across the U.S. Nothing about the KIPP curriculum is revolutionary – the actual delivery and commitment to high-quality teaching is however, where the KIPP model achieves its outstanding results. KIPP Tech Valley Charter School will ensure that instruction is provided to students in each of the seven learning standard curriculum areas. KIPP has implemented a portion of the following curriculum models for its learning standards and curriculum:

ENGLISH LANGUAGE ARTS

From the fifth to the eighth grades, when children are becoming independent readers, KIPP's program emphasizes literary analysis (of short and longer works of substance), as well as strong writing and speaking skills. Students become acquainted with the elements of fiction (e.g. plot, setting, character, theme) and learn to assess the use of the various elements in quality literature. The KIPP English Language Arts curriculum is derived largely from Core Knowledge, Open Court Reading and Writing. *Please find the KIPP English Language Arts Overview, KIPP English Language Arts Index Standards and the New York State Learning Standards-KIPP English Language Arts Curriculum Crosswalk in this section of the charter application.*

KIPP MATHEMATICS

The activity-focused approach of **KIPP Math** will be integrated with **Saxon Math**, the pioneering spiraled curriculum of the late John Saxon, now made available through Saxon Publishing. **Saxon Math** introduces new mathematical concepts while simultaneously and constantly assessing old concepts and skills, allowing students to

review basic ideas while developing more and more sophisticated mathematical ability. *Please find the KIPP Mathematics Overview, KIPP Mathematics Index Standards and the New York State Learning Standards-KIPP Math Curriculum Crosswalk in this section of the charter application.*

SCIENCE

KIPP students will learn science by doing science rather than merely reading about it in a textbook. Using inquiry methodologies leading towards increasingly complex scientific investigation and ultimately experimentation, KIPP students learn to emulate the process of asking questions and probing for solutions that expert scientists themselves employ. The curriculum will rely heavily on Delta Science Modules (DSM) II developed by the Livermore Science Center at the University of California; Berkeley, and distributed by Delta Education. Each of these units revolves around student inquiry in one of the three major scientific disciplines above and frequently requires interdisciplinary explorations and understandings. *Please find the KIPP Science Overview, KIPP Science Index Standards and the New York State Learning Standards-KIPP Science Curriculum Crosswalk in this section of the charter application.*

SOCIAL STUDIES

The social studies curriculum is a basic curriculum covering all aspects of the subject. In Grade 5 KIPP students will study generally the history, geography, and culture of the United States, Canada, and Latin America. In Grade 6, KIPP students will study the influences of ancient civilizations and Western Europe on modern Western Civilization. In grades 7 & 8, students will complete a two part intensive study of the geography, history, culture, and government of the United States of America. Eighth grade students will also learn about the history of the State of New York including its geography, social development, and government structure. *Please find the KIPP Social Studies Overview, KIPP Social Studies Index Standards and the New York State Learning Standards-KIPP Social Studies Curriculum Crosswalk in this section of the charter application.*

HEALTH, PHYSICAL EDUCATION, FAMILY AND CONSUMER SCIENCES

KIPP Tech Valley Charter School will ensure that instruction is provided to students in each of the seven learning standard curriculum areas. All students at KIPP Tech Valley Charter School will receive a highly structured physical education class in accordance with the New York State Physical Education Learning Standards. Students will not only

become more physically fit, but will learn the benefits of fitness, the rules of various sports, and the benefits of teamwork. As teamwork will be an omnipresent theme at KIPP Tech Valley Charter School, the social rules that govern team interaction and competition will be taught and reinforced.

The Physical Education program will focus on sports related activities and physical fitness. Students will develop competency in a variety of sports and dance techniques, will develop motor skills and coordination, and will learn different strategies for different sports. *Please find the KIPP Physical Education Overview, KIPP Physical Education Index Standards and the New York State Learning Standards-KIPP Arts Curriculum Crosswalk in this section of the charter application.*

THE ARTS

KIPP Tech Valley Charter School will ensure that instruction is provided to students in each of the seven learning standard curriculum areas. Students at KIPP Tech Valley Charter School will receive a cross-curricular program in visual and performing arts beginning in fifth grade that will feature music performance, dramatic performance, painting and visual expression, elements of dance, and cultural representations through art. The school's visual and performing arts curriculum will follow the state standards by focusing on the following strands: artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relations, and applications. KIPP Tech Valley Charter School teachers in all classes will strive to incorporate all learning styles and modalities into each lesson, providing ample opportunity for students to use artistic creativity and expression. *Please find the KIPP Arts Overview, KIPP Arts Index Standards and the New York State Learning Standards-KIPP Arts Curriculum Crosswalk in this section of the charter application.*

LANGUAGES OTHER THAN ENGLISH

KIPP Tech Valley Charter School will ensure that instruction is provided to students in each of the seven learning standard curriculum areas. *Please find the KIPP Languages Other Than English Overview, KIPP Languages Other Than English Index Standards and the New York State Learning Standards-KIPP Languages Other Than English Curriculum Crosswalk in this section of the charter application.*

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

KIPP Tech Valley Charter School will ensure that instruction is provided to students in each of the seven learning standard curriculum areas. *Please find the KIPP Career Development and Occupational Studies Overview, KIPP Career Development and Occupational Studies Index Standards and the New York State Learning Standards-KIPP Career Development and Occupational Studies Curriculum Crosswalk in this section of the charter application.*

KIPP English Language Arts Framework

Rationale

From the fifth to the eighth grades, when children are becoming independent readers, KIPP's program emphasizes literary analysis (of short and longer works of substance), as well as strong writing and speaking skills. Students become acquainted with the elements of fiction (e.g. plot, setting, character, theme) and learn to assess the use of the various elements in quality literature.

They try their own hand at various forms of creative writing, but from sixth to eighth grade the main emphasis shifts to the critical area of expository writing. A great deal of attention goes to the clear statement of thesis, development of argument through supporting evidence and information, logical organizing structure, and quality of expression.

These critical writing skills are supplemented by systematic study of grammar, vocabulary, and spelling. Coherent organization, arguing to a warranted conclusion, and strong presentation are emphasized in the presentation of oral reports as well.

Learning Goals

There are five Learning Goal areas in English (reading, literature, writing, speaking and listening, conventions and grammar). This set has been adapted from the recommendations of the National Center on Education and the Economy and the University of Pittsburgh, as specified in their publication *New Standards*, Volumes 1 and 2. The language and syntax of the Learning Goals at each grade level has been condensed for clarity's sake. Content coverage has been aligned with the Core Knowledge Sequence published by the Core Knowledge Foundation in Charlottesville, Virginia.

GRADE FIVE

Fifth graders begin to explore fine literature, drama, and poetry, while honing and expanding skills in literary analysis and writing. At this level students are ready to explore the role of imagery, metaphor, simile and symbol in fine literature. They should be given opportunities to produce their own imaginative or creative writing. In expository writing students should learn how to gather information from a variety of sources, organize a basic outline, produce and revise a report or essay. The study of vocabulary and grammar also continues in a systematic fashion.

Content

1. Narrative Fiction
 - Louisa May Alcott, *Little Women*
 - Miguel de Cervantes, *Don Quijote*
 - Mark Twain, *Adventures of Tom Sawyer*
2. Drama
 - Shakespeare, *A Midsummer Night's Dream*
3. Short Stories
 - Sherlock Holmes, "The Red-Headed League"
4. Biography
 - Frederick Douglass, *Narrative of the Life of Frederick Douglass*
5. Famous Speeches
 - Chief Joseph, "I will fight no more forever."
 - Abraham Lincoln, "Gettysburg Address"

Skills and Concepts

1. Reading

- Read at least 25 books per year in diverse subject areas, representing various genres (fiction, non-fiction, current events), and various authors
- Read in-depth and comprehend four books on a single subject, or by a single author or within a single genre and synthesize important information from all four in concise oral report
- Read informational material and be able to present information gained by such reading in oral and written formats accompanied by an outline
- Read aloud accurately (85%-90% range) with rhythm & flow of everyday speech.

- Know how to use variety of sources to gather information (atlas, encyclopedia, magazines, etc.)

2. Literature

- Recognize use of simile, metaphor, and alliteration in prose and poetry
- Identify imagery and symbols used to evoke theme or develop character in various pieces of literature
- Contrast and contrast main characters in a single work
- Know and explain the terms: pen name or pseudonym; imagery, metaphor, simile, symbol, personification; tragedy, comedy, act, and scene

3. Writing

- Recognize the basic outline in a well organized report or short expository piece
- Develop a basic outline for student's own reports or expository work
- Organize material in paragraphs that follow logically and are internally coherent
- Produce a variety of writing that engages the reader, develops a controlling idea with appropriate facts and details, follows logical organizing structure and reaches closure. These should take the form of:
 - a report
 - a response to literature
 - a narrative account
 - a narrative procedure
 - a short story
 - Write a basic bibliography

4. Speaking & Listening

- Participate in group meetings, making voluntary contributions, actively engaging other participants, cueing off of comments of others, and responding civilly to the comments and questions of others
- Prepare and deliver an individual presentation that engages the audience, presents a personal point of view, and structures information and content for effectiveness.
- Present above report with appropriate volume, elocution, clarity of tone and proper posture

- Participates in one-on-one conference with adult, responding with appropriate elaboration to adult-initiated topics, initiating new topics, asking relevant questions, and demonstrating an understanding of the subject under consideration

5. Conventions, Grammar and Language Usage

- Identify subject and predicate in sentence and understand subject-verb agreement
- Know that pronouns must agree with antecedents in number, case (nominative, objective, possessive) and gender
- Use correctly punctuation studied in earlier grades and introduce colon before a list and commas with appositive
- Indicate title of book by underlining or italics
- Analyze and review work to clarify it and make it more effective in communicating intended message or thought

Resources

Texts:

- Open Court Reading and Writing
- Louisa May Alcott, *Little Women*
- Diane Davidson, ed. *A Midsummer Night's Dream for Young People*
- Frederick Douglass, *Escape from Slavery: The Boyhood of Frederick Douglass in His Own Words*. Edited and illustrated by Michael McCurdy
- Arthur Conan Doyle, *The Adventures of Sherlock Holmes* ("The Red Headed League")
- Margaret Hodges, *Don Quixote and Sancho Panza*
- Langston Hughes, *The Dream Keeper and Other Poems*. Illustrated by Brian Pinkney
- William Shakespeare, *A Midsummer Night's Dream*
- Mark Twain, *The Adventures of Tom Sawyer*.
- Open Court (Peru, Ill; 1-800 852-0790)

GRADE SIX

Student language arts work now reflects a stronger concern with academic writing and analysis. Students are still afforded opportunities for creative writing (poetry, stories), but the classroom focus begins to shift to expository writing, with its emphasis on stated thesis, support of thesis through strong organization, persuasive reasoning, and grammatical accuracy. Persuasive and research essays are required. The study of vocabulary continues, but with a new emphasis on Latin and Greek roots of words. Grammar instruction also continues in systematic fashion. Students also continue to read fine literature and drama, and participate in classroom seminars designed to deepen their appreciation of this material.

Content

1. Epics & Classical Mythology

- Selections from Homer's Iliad and Odyssey
- Greek mythology (Apollo and Daphne, Orpheus and Eurydice, Narcissus and Echo, Pygmalion and Galatea)

2. Narrative Fiction

- Robert Louis Stevenson, Dr. Jekyll and Mr. Hyde
- Frances Hodgson Burnett, The Secret Garden

3. Drama

- Shakespeare's Julius Caesar

4. Poetry

Skills and Concepts

1. Reading

- Read at least 25 books per year in diverse subject areas, representing various genres and various authors
- Read in-depth and comprehend four books on a single subject, or by a single author or within a single genre; compare and contrast important information from all four in concise, organized essay (see writing)
- Read informational material and be able to present information gained by such reading in oral and written formats accompanied by an outline

2. Literature

- Point out figurative language and images used to evoke theme or develop character in literature
- Compare and contrast imagery as it relates to character and theme in different pieces of literature
- Recognize and identify meter, iamb, couplet, rhyme schemes in poetry
- Know and be able to explain the terms: epic, literal language, figurative language; meter, iamb, couplet, rhyme scheme, free verse

3. Writing

- Write a well-developed outline for expository work
- Take notes from various sources in preparation for persuasive and research essays
- Produce a variety of writing that engages the reader, develops a controlling idea with appropriate facts and details, follows a logical organizing structure, integrates quotations, cites sources, and reaches closure. These should take the form of:
 - A research essay
 - A persuasive essay
 - A comparative book report or response to literature
 - A narrative account
 - A standard business letter

4. Speaking, Listening, Viewing

- Participate in group meetings, making voluntary contributions, actively engaging other participants, listening attentively to others, and responding in ways that indicate understanding (restating) and respect ("I see your point"), while furthering the discussion
- Prepare and deliver an individual presentation that engages the audience, presents a personal point of view, and structures information and content for effectiveness.
- Present above report with appropriate volume, elocution, clarity of tone and proper posture
- Participates in one-on-one conference with adult, responding with appropriate elaboration to adult-initiated topics, initiating new topics, asking relevant

questions, and demonstrating an understanding of the subject under consideration

5. Conventions, Grammar and Language Usage

- Identify various sentence types (simple, compound, complex, compound-complex) and distinguish independent from dependent clauses
- Use correctly punctuation studied in earlier grades and introduce semi-colon or comma with coordinate conjunctions to separate sentences that form a compound sentence
- Recognize active and passive voice of verbs; avoid unnecessary use of passive
- Recognize and use correctly frequently misused verbs: sit, set; rise, raise; lie, lay
- Identify basic Latin and Greek roots of English words
- Analyze and review work to clarify it and make it more effective in communicating intended message or thought

Resources

Texts

- Frances Hodgson Burnett, *The Secret Garden*
- Padraic Colum, *The Children's Homer: Adventures of Odysseus and the Tale of Troy*
- Roy J. Cook, *One Hundred and on Famous Poems*
- Diane Davidson, ed., *Julius Caesar for Young People*
- Langston Hughes, *The Dream Keeper and Other Poems*
- William F. Russell, *Classic Myths To Read Aloud*
- Robert Louis Stevenson, *Dr. Jekyll and Mr. Hyde*
- Open Court Reading and Writing (Peru, Ill; 1-800 852-0790)

GRADE SEVEN

Seventh graders continue a language arts program that combines fine literature with strong writing and speaking skills. Literary discussions plumb character and theme, exploring point of view as it contributes to the development of both. While opportunities for imaginative writing are provided, classroom emphasis remains squarely on expository work. Students focus on writing well organized essays, appropriately supported and developed, turning their attention to tone and diction, as well as good grammar. They include both bibliographies and endnotes. Study of Greek and Latin root words continues, as does systematic instruction in grammar.

Content

1. Novels
 - Jack London, *Call of the Wild*
 - Mark Twain, *Prince and the Pauper*
2. Short Stories
 - O. Henry
 - Guy de Maupassant
 - James Thurber
 - Edgar Allan Poe
3. Drama
 - Edmond Rostand, *Cyrano de Bergerac*
4. Autobiography
5. Essays and Speeches

Skills and Concepts

1. Reading
 - Read at least 25 books per year from a diverse collection of material which includes at least three different literary forms, four different genres, and five different authors; keep an annotated bibliography
 - Read four books on a single subject, or by a single author or within a single genre; compare and contrast important themes or information from all four in organized essay (see writing)
 - Read informational materials and present oral or written work that summarizes new information and relates it to prior knowledge

- Read public documents and present oral work that demonstrates understanding of civic issues or public policy matters in the community and beyond

2. Literature

- Identify as key elements of fiction: plot, setting, character, theme
- Consider the function of point of view on persona and analyze its effect
- Distinguish between internal and external conflict; suspense and climax
- Identify the various forms of poetry (ballad, sonnet, lyric, narrative, limerick, haiku) and types of rhyme (end, internal, slant, eye)
- Know and be able to explain the terms: omniscient narrator, unreliable narrator, third person limited, first person; onomatopoeia, alliteration, soliloquy, aside

3. Writing

- Produce a variety of expository writing that engages the reader, develops a controlling idea with appropriate facts and details, follows a logical organizing structure indicated by outline, integrates quotations and notes, cites sources, and reaches closure. These should take the form of a basic:
 - research essay
 - persuasive essay
 - comparative book report or response to literature
 - narrative account
 - Write a bibliography and endnotes

4. Speaking and Listening

- Participate in group meetings, making voluntary contributions, actively engaging other participants, listening attentively to others, and responding in ways that indicate understanding (restating) and respect ("I see your point"), while furthering the discussion, offering personal opinion supported by reason or facts
- Prepare and deliver in standard English an individual presentation that engages the audience, presents a well-supported thesis or personal point of view, and structures information and content for effectiveness.
- Present above report with appropriate volume, elocution, clarity of tone and proper posture
- Participates in one-on-one conference with adult, responding with appropriate elaboration to adult-initiated topics, initiating new topics, asking relevant

questions, and demonstrating an understanding of the subject under consideration

5. Conventions, Grammar, and Usage

- Identify kinds of dependent clauses (adjectival, adverbial, noun)
- Recognize previously taught parts of the sentence (subject, verb, auxiliary verb)
- identify prepositional phrases, complements (finding direct and indirect object), appositives, participles, gerunds and gerund phrases, infinitives and infinitive phrases
- Use proper punctuation with above phrases and complements
- Identify more advanced Latin and Greek roots of English words
- Analyze and review work to clarify it and make it more effective in communicating intended message or thought employ additional strategies (e.g.: rearranging words, sentences, paragraphs) and reconsider the organizational structure

Resources

Texts

- Anne Frank, *Diary of a Young Girl*
- O. Henry, "The Gift of the Magi"
- Jack London, *Call of the Wild*
- Guy de Maupassant, "The Necklace"
- Edgar Allan Poe, "The Tell-Tale Heart," "The Purloined Letter"
- Franklin Delano Roosevelt, "Declaration of War on Japan"
- Edmond Rostand, *Cyrano de Bergerac*
- James Thurber, "The Secret Life of Walter Mitty" and "The Night the Bed Fell"
- Mark Twain, *Prince and the Pauper*
- Warriner, *English Composition and Grammar*, Harcourt Brace, 1988

GRADE EIGHT

The eighth grade year provides an important time for consolidating writing skills and literary understanding. As students finish their middle school work and prepare for high school, the focus should be on sustained and intensive work in expository writing. Opportunities should be provided for creative writing as well, but the bulk of student academic effort in high school and college will go to expository writing. The eighth grade year should reflect this concern, holding students to high standards of expression, grammar and usage. In literature students undertake in-depth analysis, reviewing the elements plot, setting, and theme, while deepening their understanding of characterization through symbolism. They continue their study of poetry (its elements and forms) and undertake final work in the Greek and Latin roots of English vocabulary.

Content

1. Short Stories
 - Nathaniel Hawthorne
 - Stephen Crane
 - Anton Chekov
2. Novels
 - George Orwell, Animal Farm
 - Pearl Buck, The Good Earth
3. Autobiography
 - Maya Angelou, I Know Why the Caged Bird Sings
4. Drama
 - William Shakespeare, As You Like It
5. Essays and Speeches
 - "Ask Not What Your Country Can Do For You" (JFK' Inaugural)
 - "I Have A Dream" Martin Luther King, Jr.

Skills and Concepts

1. Reading
 - Read at least 25 books per year from a diverse collection of material which includes at least three different literary forms and five different writers
 - Read four books on one subject or four books by a single author and draw the texts together to compare and contrast themes, characters, and ideas,

- Read informational materials and present oral or written work that summarizes new information and relates it to prior knowledge
- Read a variety of public documents and present oral or written work that demonstrates understanding of civic issues or public policy matters in the community and beyond

2. Literature

- Identify characteristics of literary forms and genres
- Distinguish between characteristics of stereotyped (flat) and fully-developed (round) characters
- Interpret impact of author's decisions regarding word choice (tone and diction), content, and literary elements
- Consider the function of point of view on persona and analyze its effect
- Know and explain the terms irony (situational and dramatic), flashback, foreshadowing, hyperbole (oxymoron and parody)

3. Writing

- Produce expository and narrative writing that engages the reader, develops a controlling idea with appropriate facts and details, has an organizing structure which incorporates a range of strategies and has closure in each of these forms and strategies particular to that form. Specifically, produce:
 - Two research essays that ask open-ended questions, involve gathering of data from relevant sources, note-taking, defining a thesis, organizing an outline, integrating quotations, developing coherent text, and preparing endnotes and bibliography
 - A response to literature that may judge interpretively or reflectively and support opinion through reference to the text, to other texts, and to other authors.
 - A narrative account that may include sensory detail and concrete language, develop complex characters and establish plot, point of view and setting
 - A persuasive essay that may support arguments with detailed evidence, cites sources of information, and anticipates and addresses readers' concerns and counter-arguments.

4. Speaking, Listening, Viewing

- Participate in a group meeting, making voluntary contributions, actively engaging other participants, responding productively and civilly to the comments and questions of other participants, offering personal opinion forcefully without dominating, and giving reasons in support of these expressions
- Prepare and deliver an individual presentation which appeals to the audience, presents a personal point of view, shapes content and structure for effectiveness, and develops several main points in support of a single thesis
- Participate in one-on-one conference with adult, initiating topics for discussion, asking and answering questions to demonstrate an understanding of the subject(s) under consideration, responding with appropriate elaboration to adult-initiated topics

5. Conventions, Grammar and Language Usage

- Recognize and avoiding misplaced modifiers (dangling modifiers, two way modifiers)
- Use parallelism in written and oral reports
- Understand importance of sentence variety (simple, complex, compound, compound-complex)
- Punctuate properly with semi-colons, parentheses, hyphens, dashes, colons italics, apostrophes
- Analyze and revise work to clarify it and make it more effective in communicating the intended message or thought; employ additional strategies (e.g.: rearranging words, sentences, paragraphs) and reconsider the organizational structure

Resources

Texts

- Maya Angelou, I Know Why the Caged Bird Sings
- Pearl S. Buck, The Good Earth
- Anton, Chekov, "The Bet"
- Stephen Crane, "The Open Boat"
- Fyodor Dostoyevsky "An Honest Thief"
- Nathaniel Hawthorne, "Dr. Heidegger's Experiment"
- George Orwell, Animal Farm

- Diane Ravitch, *The American Reader* contains key speeches; John F. Kennedy's Inaugural Address, Martin Luther King Jr., "I Have a Dream," and "Letters from Birmingham Jail"
- William Shakespeare, *As You Like It*
- Leo Tolstoy, "God Sees the Truth But Waits"

KIPP Index Standards
English Language Arts

A. Vocabulary

1. use knowledge of the meaning of individual words to predict the meaning of unknown compound words
2. use knowledge of common Greek and Latin derived roots and affixes to determine the meaning of unfamiliar words
3. infer word meanings through identification and analysis of analogies and other word relationships and clues (e.g., restatement, comparison, contrast, cause and effect) to determine the meaning of words
4. identify the relevant meaning for a word with multiple meanings using its context (sentence, hard)
5. understand and explain "shades of meanings" for related words
6. use knowledge of idioms, metaphors, and similes to infer the literal and figurative meanings of phrases
7. use common antonyms, synonyms, homophones, homonyms, and homographs precisely
8. determine pronunciations, meanings of words, alternate word choices, parts of speech or etymologies of words using a dictionary or thesaurus

B. Comprehending Text (Expository/Informational)

1. ask and respond to clarifying questions concerning essential textual elements of exposition (e.g., why, who, what, what-if, where, when, and how)

2. know and use different reading strategies (e.g., skimming and scanning; finding information to support particular ideas) and the various functions of language (e.g., to inform, to persuade, to entertain) to comprehend informational text
3. follow multiple step directions (e.g., to apply for a bank savings account, library card, employment application)
4. identify and interpret the central ideas (stated or implied) of text and major and minor facts that support those ideas
5. distinguish among facts, supported inferences and opinions in text
6. distinguish cause from effect
7. summarize events and ideas of text
8. use strategies to clarify meaning, such as note taking, outlining, or summarizing a report
9. compare and contrast the treatment and scope of information on the same topic after reading several passages or articles
10. interpret and use knowledge of textual features (title, headings, captions, key words, footnotes, table of contents, glossary, index, topic sentences, introductions, conclusions); graphic sources of information (illustrations, maps, charts, graphs, timelines, tables and diagrams); and common organizational structures (e.g., comparison/contrast, problem/solution, sequence/time, cause/effect, classification schemes, logical order) in order to gain meaning from text
11. trace the development of an author's argument, point of view or perspective in text by assessing evidence offered in the material itself and by comparing the evidence with information available in other sources
12. assess the adequacy, accuracy and appropriateness of an author's details to support claims and assertions, noting instances of fallacious reasoning, propaganda, bias and stereotyping (e.g., facts, illustrations, anecdotes, quotations and imagery)

13. explain how a director or designer of film, television, CD ROM, or website draws the listener's or viewer's attention to a particular point, paying attention to sound and images as well as to words.

C. Comprehending Text (Imaginative/Literary)

1. distinguish among characteristics of common genres of literature (poetry, prose, dramatic literature, fiction, non-fiction, short story, science fiction)
2. describe elements of setting (place, historical period, time of day); plot (exposition, conflict, rising action, falling action and resolution); theme (moral, lesson, meaning, message, view or comment on life); and characterization (qualities, motives, emotions, actions, thoughts, development) in literary works and the interplay amongst these elements
3. determine how qualities of the central characters influence the resolution of the conflict
4. compare and contrast similar themes (e.g., man vs. nature; freedom and responsibility; individual and the society; meaning of friendship) across a variety of selections
5. relate a literary work to information about its setting or historical period
6. identify and evaluate the aesthetic qualities of text, assessing how an author's choice of words and imagery sets the tone, creates mood, and appeals to the senses
7. analyze the effects of sound, form, figurative language, and graphics in order to uncover meaning in poetry:
 - sound (alliteration, onomatopoeia, rhyme scheme, rhythm, repetition)
 - form (sonnet, epic, elegy)
 - figurative language (personification, metaphor, simile, hyperbole)
 - graphic elements (capital letters, line length, word position, punctuation)

8. identify and describe the function of structural elements particular to dramatic literature (e.g., dialogue, scenes, acts, cast of characters, stage directions, monologues, and soliloquies)
9. identify common structures (magic helper, transformation) and stylistic elements (hyperbole, refrain, simile) in traditional literature
10. analyze archetypal patterns, symbols, characters and events in Greek, Roman, and Norse mythology and other traditional literature (ideas of the afterlife, roles and characteristics of deities, moral or message of myths)
11. identify conventions in epic tales (the quest, the hero's tasks, special weapons or clothing) from around the world
12. compare use of fact and fantasy in historical fiction

D. English Language Conventions

1. identify parts of speech (e.g., nouns, verbs, adverbs, adjectives, pronouns) and their functions
2. use correct grammar and mechanics, including
 - present, past and future perfect, and perfect progressive verb tenses
 - regular and irregular verbs in various tenses
 - consistent verb tense
 - correct subject-verb agreement
 - correct word order
 - verbals (participles, gerunds, infinitives)
 - adjectives (comparative and superlative forms) and adverbs
 - prepositional phrases
 - nominative, objective, possessive, reflexive and relative pronouns
 - pronoun/antecedent agreement and clear pronoun reference
 - irregular plurals (e.g., sheep)
 - contractions with pronouns and verbs

3. use correct punctuation, including
 - appropriate ending punctuation
 - commas in a series, greetings and closures
 - correct internal punctuation, including commas, colons, semi-colons, and hyphens
 - apostrophes in contractions and possessives
 - quotation marks when appropriate

4. capitalize properly, including
 - proper nouns
 - geographical names
 - dates/holidays
 - historical periods
 - special events
 - names of organizations
 - titles
 - first word in quotations
 - first word in a sentence, the pronoun "I"

5. know the logical significance of different words and syntactic structures (e.g., because, if-then, unless, only, if, including, but, and)

6. spell correctly

E. Listening and Speaking

1. paraphrase the speaker's purpose and point of view

2. summarize major ideas and supporting evidence presented in spoken messages and formal presentations

3. ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings

4. assess how language choice and delivery affect the mood, tone, and emotion of the oral communication and evaluate their impact on the audience
5. understand how the musical elements of literary language affect understanding (e.g., rhymes, repeated sounds, cadence, onomatopoeia)
6. identify the speaker's point of view and attitude about a subject
7. distinguish between a speaker's opinions and verifiable facts
8. relate the speaker's verbal communication (word choice, pitch, feeling, tone) and non-verbal messages (posture, gestures, facial expressions)
9. evaluate the credibility of the speaker (e.g., hidden agendas, slanted or biased material)
10. recognize strategies used by media to inform, persuade, entertain and transmit culture (e.g., advertising, perpetuation of stereotypes, use of visual representations, special effects and language) and apply knowledge of such techniques to distinguish between facts and misleading information
11. analyze the effect on the reader's or viewer's emotions of text and image in print journalism, and images, sound, and text in electronic journalism, distinguishing techniques used in each to achieve these effects
12. give precise directions and instructions, such as in games and tasks
13. deliver oral presentations that:
 - present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence
 - express an opinion in an organized way, maintaining focus on the topic
 - use details, examples, anecdotes or experiences to explain or clarify information or point of view in terms of the needs and interests of a specified audience
 - emphasize points to assist the listener/viewer in following salient ideas and concepts
 - use visuals, gestures and vocabulary for dramatic effect

- use clear enunciation, adequate volume, and good eye contact to communicate ideas effectively
 - use rules of the English language that are also appropriate to purpose, audience, and context (informal usage for effect, standard English for clarity, technical language for specificity) and avoid bad habits of colloquial diction (e.g., verbal ticks such as the use of "like" or "um" as a pause filler)
14. read prose and poetry aloud with fluency, rhythm, pace and appropriate intonation and vocal patterns to emphasize key ideas and areas of importance expressed by the author
 15. use agreed-upon rules for informal and formal discussions (small group, class, parliamentary, debate rules), such as active listening, waiting one's turn, speaking one at a time, staying on topic, building on ideas of previous speakers, posing relevant questions, showing consideration of others' contributions, and gaining the floor in appropriate ways

F. Writing

1. know and use the stages of the writing process (prewriting, drafting, revising, editing and publishing)
2. use outlines or other graphic organizers to clarify ideas for writing
3. combine short related sentences with appositives, participial phrases and prepositional phrases, avoiding problematic comma splices, run-on sentences, and sentence fragments
4. create paragraphs that
 - establish and support a central idea with a discernable topic sentence
 - include supporting sentences with simple facts, details and explanations
 - include a concluding statement that summarizes the points
 - are indented properly or otherwise show a paragraph break

5. compose clear, coherent, and focused writings according to conventions in different modes, including
- a. narratives (e.g., biographies, autobiographies and short stories) that:
 - engage the reader by establishing a context and point of view
 - relate a clear, coherent incident, event or situation
 - develop narrative elements (plot, setting, characters) by using well-chosen details and dialogue
 - effectively pace the presentation of actions to accommodate time/mood changes
 - provide a sense of closure to the writing

 - b. poems that
 - use techniques such as alliteration, onomatopoeia, rhyme scheme
 - include figurative language (simile, metaphor, personification)
 - make use of graphic elements (capital letters, line length, punctuation)

 - c. expository texts including essays of description, explanation, cause and effect, comparison and contrast and problem/solution that:
 - state the thesis or purpose of the paper, describing the situation
 - follow an organizational pattern particular to its type (e.g., if description, is spatial; if problem/solution, is paired)
 - offer cogent evidence for the validity of the description, proposed solutions, etc.
 - provide a sense of closure to the writing

 - d. persuasive texts that:
 - engage the reader by establishing a context and a point of view
 - include a well-defined thesis that makes a clear and knowledgeable judgment
 - clarify and defend positions with detailed evidence, examples and reasoning, differentiating between evidence and opinion
 - arrange details, reasons and examples, effectively anticipating and answering reader concerns and counter-arguments

- exclude information and arguments that are irrelevant
 - provide a sense of closure to the writing
- e. descriptions that:
- engage the reader by establishing a context and a point of view
 - provide a spatial perspective on the object being described
 - establish the author's relationship with the object (e.g., objective, involved)
 - make effective use of factual descriptions of appearance, shifting perspectives and vantage points
 - provide a sense of closure to the writing
- f. responses to literature that:
- engage the reader by establishing a context and a point of view
 - extend beyond summary and literal analysis in responding to a literary work
 - support key ideas and viewpoints through accurate and detailed references to the text or to other works
 - demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created
 - provide a sense of closure to the writing
- g. write personal and business letters, memos, thank you notes, invitations, and other correspondence that
- address knowledge and interests of the audience, stated purpose and context
 - follow the conventional style for the type
 - include the date, proper salutation, body, closing and signature
6. apply and adapt principles of "good writing" to create multimedia productions using effective images, text, music, sound effects, or graphics to present a distinctive point of view on a topic (presentations, electronic communications)

7. revise writing, drawing upon understanding of principles of organization, transitions, point-of-view, and word-choices to improve the coherence of ideas and clarity of sentence structure
8. edit for appropriate use of grammar and mechanics, as described in the Conventions section above
9. understand and use quotations, paraphrasing, in-text citations and bibliographic citations in a standard format

G. Research

1. formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted
2. narrow the focus of a research question and develop a plan for conducting research
3. demonstrate ability to use a variety of resources, both print and electronic (e.g., reference books, atlases, news sources, microfiche, electronic databases, educational reference software, on-line resources)
4. use organizational features of printed text, including table of contents, chapter titles, headings, graphic features, guide words, glossaries, citations, end notes, bibliographic reference, and indices to research information for specific purposes
5. use organizational features of electronic text such as bulletin boards, entry and pull-down menus, databases, keyword searches and e-mail addresses to research information for specific purposes
6. use resources such as dictionaries, thesauruses, glossaries to locate the meanings, pronunciations, and derivations of unfamiliar words and to find correct spellings, synonyms, and replacement words
7. gather and synthesize information from observations, surveys, and interviews

8. differentiate between primary and secondary source materials
9. skim materials (print or electronic) to develop a general overview of content or to locate specific information.
10. summarize and organize information from multiple sources by taking notes, outlining ideas, paraphrasing information, and making charts, conceptual maps, learning logs, and timelines
11. apply understanding of techniques used in electronic or online presentations to distinguish between facts and misleading information.
12. document information and quotations by using a consistent format for footnotes, endnotes, or in-text citation and bibliographic format
13. produce research products in various media that create an organizing structure appropriate to purpose and specified audience that
 - engage the reader by establishing a context
 - define a thesis
 - convey information and ideas from primary and secondary sources accurately and coherently
 - paraphrase and summarize all perspectives on the topic as appropriate
 - make distinctions about the relative value and significance of specific data, facts and ideas
 - organize and record information on charts, maps and graphs for use as visuals
 - provide a sense of closure
 - cite research sources and use standard bibliographic format to document sources
14. use common word-processing, desktop-publishing, spreadsheet, and database applications (or programs or packages) to create documents, manage information, and produce reports

New York State English Language Arts Standards/ KIPP Curriculum
Crosswalk
Grades 5-6

New York Standard 1: Students will read, write, listen, and speak for information.	
<i>Reading: Students will read a minimum of 25 books or the equivalent per year across all content areas and standards (NY.)</i>	
New York State Competency	KIPP Standard
Read from informational texts, such as: textbooks, related to all school subjects, reference materials, primary sources, biographies and autobiographies, essays, newspapers and magazines, age-appropriate on-line databases and websites (NY1).	
<ul style="list-style-type: none"> • Use table of contents and indexes to locate information (NY 1) • Use text features such as headings, captions, and titles, to understand and interpret informational text (NY 1) • Recognize organizational formats to assist in comprehension or informational text (NY 1) 	B.10
<ul style="list-style-type: none"> • Read to collect and interpret data or ideas (NY 1) • Identify information that is implied rather than stated (NY 1.) 	B.4
Read the steps of a procedure in order to complete a task, for example, complete a science experiment or install software (NY1)	B.3
Identify missing information and irrelevant information.	B.12
<ul style="list-style-type: none"> • Skim materials to gain an overview of content or locate specific information (NY 1.) • Identify purpose of reading 	B.2
Distinguish between facts and opinions (NY 1)	B.5

Recognize how new information is related to prior knowledge or experience. (NY1)	
Compare and contrast information about one topic from different sources (NY 1.)	B.9
Adjust reading rate according to purpose of reading	
Read aloud, using inflection and intonation appropriate to text read and audience (NY 1.)	E.14
Use word recognition and context clues to read fluently	A.4
Identify signal words (finally or in addition) that provide clues to organizational formats such as time order.	
Determine the meaning of unfamiliar words by using context clues, a-dictionary, or a glossary. (NY 1)	A.8
Use knowledge of punctuation to assist in comprehension	B.2
Apply corrective strategies to assist in comprehension (such as rereading, discussion with teacher, peers, or parents/caregivers.)	B.2
Maintain a personal reading list to reflect reading goals and accomplishments.	
<i>Writing: Students will write an average of 1,000 words per month across all content areas and standards.</i>	
New York State Competency	KIPP Standard
Write the following in order to transmit information: business letters, directions, news articles, summaries, reports of approximately one to five pages (NY 1.)	F.5.c
Use at least three sources of information with appropriate citations to develop reports (NY 1.)	G.3, G.12, G.13
Take notes to record and organize relevant data, facts, and ideas (NY 1.)	B.8
Compare and contrast ideas and information among two or three sources (NY 1.)	B.9
Write labels or captions for graphics, such as charts, maps, graphs, and diagrams used to convey information. (NY 1)	
State a main idea and support it with details (NY 1.)	F.4

Adopt an organizational format such as chronological order that is appropriate for informational writing (NY 1.)	F.2
Use paragraphing to organize ideas and information	F.4
Maintain a portfolio that includes informational writing	
Understand the purposes for writing; for example, explain, describe, narrate, persuade, and express feelings (NY 1).	F.5.a-g
<ul style="list-style-type: none"> • Use pre-writing activities; for example, free writing, brainstorming, note taking and outlining (NY 1.) • Use the "writing process" (prewriting, drafting, revising, proofreading, and editing) (NY 1) • Use teacher conferences and peer review to revise written work. (NY 1) 	F.1, F.8
Observe rules of punctuation, capitalization, and spelling (NY 1.)	D.3, D.4, D.6, F.9
Use correct grammatical construction, including parts of speech, complete, simple, compound and complex sentences; using correct subject/verb agreement, verb tense and pronouns with clear antecedents (NY 1.)	D.1, D.2
Use signal words to provide clues to the organizational formats; for example, in addition, finally, as a result, similarly, on the other hand (NY 1.)	F.7
Use dictionaries, thesauruses, and style manuals (NY 1.)	G.6
Use word processing skills (NY 1.)	G.14
Use tone and language appropriate for audience and purpose.	F.5
<i>Listening – Students will listen on a daily basis.</i>	
New York State Competency	KIPP Standard
Listen to interpret data, facts, and ideas in, for example: short lectures, class discussions, interviews, presentations, multimedia presentations, and newscasts (NY 1).	E.2
Listen in order to: <ul style="list-style-type: none"> • Follow instructions which provide information about a task or assignment • Identify essential details for note taking • Distinguish between fact or opinion 	E.7, E.6

<ul style="list-style-type: none"> Identify information that is implicit rather than stated Connect new information to prior knowledge or experience (NY 1.) 	
Listen respectfully and responsively	E.15
Identify own purpose for listening	
Recognize content-specific vocabulary and terminology	
Listen for unfamiliar words and their meaning	
<i>Speaking – Students will speak on a daily basis.</i>	
New York State Competency	KIPP Standard
<p>Speak in order to:</p> <ul style="list-style-type: none"> Ask probing questions, Interview peers Share information from personal experience Share information from a variety of texts Synthesize and paraphrase information State a main idea and support it with facts, details, and examples Compare and contrast information Make connections between sources of information (NY 1.) 	E.3, G.7, B.1
<ul style="list-style-type: none"> Speak to share data, facts, and ideas. Present reports of 5-7 minutes for teachers and peers on topics related to all school subjects. Summarize main points as part of the conclusion Use notes or outlines appropriate to the presentation Use language and grammar appropriate to purpose for speaking Establish eye contact during presentations and group discussions Use audible voice and pacing appropriate to content and audience Use visual aids to support the presentation (NY 1.) 	E.13
Respond respectfully	E.15
Initiate communication with peers, teachers, and others within the school community	E.15

Standard 2: Students will read, write, listen and speak for literary response and expressions.	
<i>Reading – Students will read a minimum of 25 books or the equivalent per year across all content areas and standards.</i>	
New York State Competency	KIPP Standard
<ul style="list-style-type: none"> • Read, view, and interpret imaginative texts and performances such as: short stories, short novels, plays, myths and legends, folktales, poems, films and video productions, and electronic books (NY 2.) • Read, view, and interpret imaginative texts from a variety of genres • Define the characteristics of different genres (NY 2) 	C.1
Identify literary elements (setting, plot, rhythm, and rhyme) of different genres (NY 2)	C.2
Recognize how the author uses literary devices such as simile, metaphor, and personification to create meaning (NY 2.)	C.6
Select imaginative text based on personal needs and interests and read silently for enjoyment for extended periods (NY2)	E.14
Read aloud from a variety of genres, for example, read the lines of a play or recite a poem (NY2)	E.14
Recognize how authors treat similar themes (NY 2.)	C.4
Identify ways in which characters change and develop within a story (NY 2)	C.3
Recognize that the same story can be told in different genres; for example, novel, poem, or play (NY2)	C.1
Compare characters in literature to people in own lives	
<i>Writing – Students will write an average of 1000 words per month across all content areas</i>	
New York State Competency	KIPP Standard
Write original imaginative texts such as stories, poems and songs, and plays. (NY 2)	F.5.a, F.5.b
Write interpretive and responsive essays (NY 2.)	F.5.c, F.5.f
Write original imaginative texts: <ul style="list-style-type: none"> • Use organizing structures such as stanzas, chapters, 	F.5.a, F.5.b

<p>scenes, and verses</p> <ul style="list-style-type: none"> • Provide a title that interests the reader • Develop characters, create a setting, and establish a plot • Use examples of literary devices such as rhythm, rhyme, simile, and personification • Establish a consistent point of view, such as first or third person. • Use vocabulary to create desired effect (NY 2.) 	
<p>Write interpretive essays in order to:</p> <ul style="list-style-type: none"> • Summarize the plot • Describe the characters and how they change • Describe the setting and recognize its importance to the story • Draw a conclusion about the work • Interpret the impact of literary devices such as simile and personification • Recognize the importance of rhythm or rhyme (NY 2.) 	F.5.f
Respond to literature, connecting the response to personal experience (NY2)	F.5.f
Use resources such as personal experience and themes from other texts and performances to plan and create imaginative text (NY2)	F.5.a
Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing (NY2).	
<i>Listening – Students will listen on a daily basis.</i>	
New York State Competency	KIPP Standard
Listen in order to recognize the use of literary devices, such as simile, personification, rhythm and rhyme in presentation of imaginative texts and performance (NY2).	E.4
Listen to comprehend, interpret, and respond to imaginative texts and performances such as: stories, play, poems and songs, films and video productions (NY2)	F.5.f
Listen in order to: – distinguish different genres, such as story, biography, poem or	E.10

<p>play</p> <ul style="list-style-type: none"> – identify character's motivation – Use personal experience and prior knowledge to interpret and respond to imaginative texts and performances – Identify historical and cultural influences in texts and performances (NY2) 	
<p>Speaking – Students will speak on a daily basis</p>	
<p>New York State Competency</p>	<p>KIPP Standard</p>
<p>Speak to present interpretations and responses to imaginative texts in, for example: class and small group discussions, formal presentations to classmates, group and individual conferences with teachers, and school assemblies (NY2).</p>	<p>E.15</p>
<p>Speak in order to</p> <ul style="list-style-type: none"> – present original works such as stories, poems, and plays to adults and peers – Share book reviews – Summarize the plot, describe the motivation of characters, and explain the importance of setting – Connect a personal response to literature to prior experience of knowledge – Recognize the importance of cultural, historical, or ethnic characteristics in texts and performances (NY2) 	<p>E.13</p>
<p>Use facial expressions and gestures, which enhance communication (NY 2.)</p>	<p>E.13</p>
<p>New York Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p>	
<p><i>Reading – Students will read a minimum of 25 books or the equivalent per year across all content areas and standards.</i></p>	
<p>New York State Competency</p>	<p>KIPP Standard</p>
<p>Read to analyze and evaluate information, ideas, opinion, themes, and experiences from the following: books (fiction and non-fiction), essays including scientific and historical essays, newspapers and magazines, advertisements, and electronic resources. (NY 3)</p>	<p>B.12</p>

Evaluate information, ideas, opinions, and themes in texts by identifying: <ul style="list-style-type: none"> • The central idea and supporting details, • Details that are primary and those that are less important, • Precise and vague language, • Statements of fact, opinion, and exaggeration, • Missing or unclear information (NY 3.) 	B.4, B.5
Identify different perspectives (such as social, cultural, historical, and ethnic) on an issue presented in more than one text (NY 3.)	C.5
Use established personal criteria to analyze and evaluate the quality of ideas and information in text (NY3)	
Recognize how one's own point of view contributes to forming an opinion about information and ideas. (NY3)	
<i>Writing – Students will write an average of 1000 words per month across all content areas and standards.</i>	
New York State Competency	KIPP Standard
Write the following to analyze and evaluate ideas, information, themes, and experiences: <ul style="list-style-type: none"> • Expository essays • Persuasive texts • Movie and book reviews • Advertisements (NY 3) 	F.5.c, F.5.d, F.5.e, F.5.f
Use strategies such as note taking, semantic webbing or mapping, and outlining to plan and organize writing (NY 3.)	F.2
Use supporting evidence from text to evaluate information, ideas, themes, or experiences (NY 3.)	B.11
Analyze literary elements in order to evaluate the quality of ideas or information in text (NY 3.)	F.5.f
Analyze the impact of an event or issue from personal or peer group and school community perspectives (NY3)	F.5.a
Use ideas and information from other subject areas and personal experiences to form and express opinions and judgments (NY3)	F.5.d
Adopt an organizational format appropriate for critical analysis and evaluation, such as compare and contrast (NY 3.)	F.5.f

Use precise vocabulary in writing analysis and evaluation.	A.7
<i>Listening – Students will listen on a daily basis.</i>	
New York State Competency	KIPP Standard
Listen to evaluate information, ideas, opinions, themes and experiences in, for example: <ul style="list-style-type: none"> • Discussions in small and large group settings, • Speeches in class and school settings, such as assemblies • Reviews of films, books, and stage plays, • Panel presentations, • Multimedia presentations (NY 3). 	E.10
Listen in order to: <ul style="list-style-type: none"> • Form an opinion based on information, ideas, and themes expressed in presentations, • Recognize that the criteria used to analyze and evaluate presentations may be influenced by one's point of view and purpose for listening, • Recognize and use the perspectives of others, including teachers and peers, in order to analyze and evaluate presentations, • Recognize persuasive presentations and the techniques used to accomplish that purpose, such as choice of language and use of sound effects, • Evaluate the quality of the speaker's presentation style, by using criteria such as volume, tone of voice and rate. 	E.8, E.9, E.10
Listen respectfully and responsively (NY 3.)	E.15
<i>Speaking – Students will speak on a daily basis.</i>	
New York State Competency	KIPP Standard
Speak to present opinions and judgments in, for example: <ul style="list-style-type: none"> • Class and group discussions, • Formal presentations to classmates • Individual/group conferences with teachers • Presentations at school assemblies (NY3). 	E.13
Speak in order to: <ul style="list-style-type: none"> • Ask questions and respond to questions for clarification, 	E.3, E.13

<ul style="list-style-type: none"> • Express an opinion or judgment about information, ideas, themes, and experiences in books, essays, articles, and advertisements. • Use role play as a strategy to analyze or evaluate an event or issue • Use information and ideas from other subjects to form and express opinions and judgments • Articulate a thesis statement and support it with details, examples, and reasons • Persuade, using appropriate language, tone, volume and gestures 	
Standard 4: Students will read, write, listen, and speak for social interaction.	
<i>Reading.– Students will read a minimum of 25 books or the equivalent a year across all content areas and standards.</i>	
Read the following to establish, maintain, and enhance personal relationships: friendly letters, note cards, cards, published diaries and journals, electronic mail (e-mail) (NY 4.)	C.1
Share reading experiences to build a relationship with peers and adults; for example, read together silently or aloud with a partner or in small groups	B.2
Respect the age, gender, position, and cultural traditions of the writer	
Recognize conversational tone in friendly communication	C.2
Recognize the type of language appropriate to social communication; for example, jargon/colloquialisms, informal, and conventions of e-mail.	
<i>NY 4: Writing – Students will write an average of 1000 words per month across all content areas and standards.</i>	
New York State Competency	KIPP Standard
Write the following to establish, maintain, and enhance personal relationships: friendly letters, notes, and cards, personal journals, friendly electronic messages (e-mail) (NY 4)	F.5.g
Respect age, gender, and cultural traditions of the recipient (NY 4)	F.5.g

Share the process of writing for social interactions with peers or adults; for example, write a condolence note, get well card, or thank you letter with a writing partner or in small groups (NY4.)	E.13
Develop a personal voice that allows the reader to get to know the writer (NY4)	
Write personal reactions to events, experiences, and observations using a form of social communication (NY4)	F.5.f
Maintain a portfolio that includes writing for social communication (NY4)	
<i>Listening – Students will listen on a daily basis.</i>	
New York State Competency	KIPP Standard
Listen in the classroom and school environment to establish, maintain, and enhance personal relationships in, for example, conversations, small and large group discussions, and conferences with the teacher (NY4.)	E.15
Respect the age, gender, position, and cultural traditions of the speaker (NY4)	E.15
Recognize the meaning of the speaker's nonverbal cues (NY 4.)	E.8
Recognize friendly communication based on volume, tone, and rate of the speaker's voice (NY4)	E.8
Recognize that social communication may include informal language such as jargon or colloquialisms (NY4.)	E.8
<i>Speaking – Students will speak on a daily basis.</i>	
New York State Competency	KIPP Standard
Speak in the classroom and school environment to establish, maintain, and enhance personal relationships in, for example, conversations, small and large group discussions, and conferences with the teacher (NY4)	E.15
Respect the age, gender, and cultural traditions of the listener (NY 4.)	E.13
Use the informal language of social communication	E.15
Discuss the content of friendly notes, cards, and letters, with a teacher or classmate in order to get to know the writer and each	E.15

other (NY40	
Initiate communication with peers, teachers, and others within the school community (NY 4.)	E.3

New York State English and Language Arts Standards/ KIPP Curriculum

Crosswalk

Grades 7-8

New York Standard 1: Students will read, write, listen, and speak for information and understanding.	
<i>Reading: Students will read a minimum of 25 books or the equivalent per year across all content areas and standards (NY.)</i>	
New York State Competency	KIPP Standard
Read from informational texts such as textbooks, biographies and autobiographies, essays, reference materials, graphs, charts, diagrams, magazines, and newspapers, primary sources, online and electronic databases and websites.	
Locate and use school and public library resources independently to acquire information.	G.3
Apply thinking skills, such as define, classify, and infer to interpret data, facts, and ideas from informational texts.	B.2
Read and follow written multi-step directions or procedures to accomplish a task or complete an assignment.	B.3
Preview informational texts to assess content and organization, and select texts useful for the task	G.4, B.10
Use knowledge of structure, content, and vocabulary to understand informational text.	A.1, A.3
Distinguish between relevant and irrelevant information	B.12
Identify missing, conflicting and/or unclear information	B.12
Formulate questions to be answered by reading informational texts	G.1
Compare and contrast information from a variety of different sources	B.9
Condense, combine, and categorize information from one or more sources	G.10, B.8
Relate information to prior reading and experience	
Draw conclusions and make inferences based on explicit and implied information	B.4

Make, confirm, or revise predictions	B.4, B.2
Identify purpose for reading	B.2
Adjust reading rate according to purpose for reading	B.2
Use word recognition and context clues to read fluently	A.4
Determine the meaning of unfamiliar words using context clues, a dictionary, a glossary, and structural analysis (roots, prefixes, suffixes) of words	A.4, A.8
Distinguish between dictionary meaning and implied meaning of author's words	A.5
Identify transitional words or phrases that provide clues to organizational formats such as compare/contrast	B.10
Use knowledge of punctuation to assist in comprehension	B.10
Apply corrective strategies (such as discussing with others and monitoring for misunderstandings) to assist in comprehension	B.2
Seek opportunities for improvement in reading comprehension by choosing more challenging writers, topics, and texts	
Maintain a personal reading list to reflect reading goals and accomplishments	
<i>NY Standard 1 – Writing: Students will write an average of 1,000 words per month across all content areas and standards.</i>	
New York State Competency	KIPP Standard
Write the following in order to transmit information: informational essays, business letters, multi-step directions, news articles, summaries, brochures, guides, and research reports of approximately five pages.	F.5.a, c,d,g
Use several sources of information (in addition to an encyclopedia) in developing research reports	G.3
Identify appropriate format for sharing information with intended audience and comply with accepted features of that format	G.13, F.5.c
Take research notes, using a note-taking process	G.10
Use outlines and graphic organizers such as semantic webs to plan reports	F.2, G.10
Include relevant information and exclude irrelevant information	G.9, G.11

Use paraphrase and quotation correctly	G.12
Connect, compare, and contrast ideas and information from one or more sources	G.10
Support ideas with examples, definitions, analogies, and direct references to the text	F.5.c, G.13, G.12
Use graphics such as graphs, charts, and diagrams to enhance the communication of information	G.13, G.14
Cite sources in footnotes and bibliography, using correct form	F.9, G.12
Write accurate and complete responses to questions about informational material	F.3
Maintain a portfolio that includes informational writing	
Understand the purposes for writing; for example, explain, describe, narrate, persuade, and express feelings (NY 1).	F.5 a-g
Identify the intended audience	
Use tone and language appropriate to audience and purpose	
Use pre-writing activities; for example, free writing, brainstorming, note taking and outlining (NY 1.)	F.1, F.2
Use the "writing process" (prewriting, drafting, revising, proofreading, and editing) (NY 1)	F.1
Write clear, concise sentences	F.3
Observe rules of punctuation, capitalization, and spelling: -- punctuation of simple and compound sentences, of dialogue, of titles of articles -- spelling of commonly misspelled words, homonyms, of content area vocabulary	D.3, D.4, D.6
Use correct grammatical construction: – parts of speech: nouns, adjectives, adverbs (comparative and superlative), pronouns (nominative and subjective), conjunctions (coordinating, subordinating, and correlative), prepositions and prepositional phrases, and interjections – complete simple, compound, and complex sentences using: correct subject/verb agreement, verb tense, and pronouns with clear antecedents	D.2

Use transitional words or phrases to produce organized, cohesive text	D.5
Use dictionaries, thesauruses, and style manuals	G.6, A.8
Use computing software to support the writing process; for example, using word processing import graphics	G.14
Write for authentic purpose, including publication	
<i>NY Standard 1: Listening – Students will listen on a daily basis.</i>	
New York State Competency	KIPP Standard
Listen to collect and interpret data, facts, and ideas in, for example: lectures, small group and class discussions, interviews, presentations, multimedia presentations, and directions/instructions (NY 1).	G.7, E.2
Identify essential information for note-taking	B.7, B.8, E.2
Listen in planning or brainstorming sessions with peers	E.3, E.15
Listen to and follow multi-step directions which provide information about a task or an assignment	
Recall significant ideas and details and relationships between and among them	E.2
Distinguish between relevant and irrelevant oral information	E.7, E.9
Identify missing, conflicting or unclear information	E.10
Make, confirm, or revise predictions	
Draw conclusions and make inferences based on explicit and implied information	E.8
Recognize that the speaker's voice quality and delivery impact communication	E.4, E.8
Adapt listening strategies to different purposes and settings	E.2, E.10
Listen respectfully and responsively	E.15
Identify own purpose for listening	E.3
Recognize content-specific vocabulary or terminology	
<i>NY Standard 1: Speaking – Students will speak on a daily basis.</i>	
New York Competency	KIPP Standard
Speak to share data, facts, and ideas	E.13
Prepare and give presentations on informational topics	E.13
Contribute to group discussions by offering comments to clarify	E.15

and interpret ideas and information	
Present information to address audience needs and to anticipate questions	E.13
Present examples, definitions, analogies, and direct references to the text in support of ideas	E.13
Connect, compare, and contrast ideas and information	E.13
Use the conventions of the presentational format for panel discussions, debates, and mock trials	
Ask and respond to questions to clarify information	E.3
Respond respectfully	E.15
Initiate communication with peers and adults in the school and local community	E.3
Adapt language and presentational features for the audience and purpose	E.13
Use language and grammar appropriate to the purpose for speaking	E.13
Use volume, tone, pitch, and rate appropriate to content and audience	E.13
Use effective nonverbal communication	E.13
Use visual aids to enhance the presentation	E.13
Establish and maintain eye contact with audience	E.13
Standard 2: Students will read, write, listen and speak for literary response and expressions.	
<i>NY 2: Reading – Students will read a minimum of 25 books or the equivalent per year across all content areas and standards.</i>	
New York State Competency	KIPP Standard
Read, view, and interpret imaginative texts and performances such as: short stories, short novels, plays, myths and legends, folktales, lyric and narrative poems, ballads, films and video productions, and electronic books (NY 2.)	C.1
Read silently and aloud from a variety of genres, authors and themes	C.1
Recognize that one text may generate multiple interpretations	C.9

Interpret characters, plot, setting theme, and dialogue using evidence from the text	C.2, C.3, C.4, C.8
Identify author's point of view, such as first person narrator or omniscient narrator	C.2
Recognize recurring themes in a variety of literary work	C.4
Determine how the use and meaning of literary devices such as symbolism, metaphor and simile, alliteration, personification, flashback and foreshadowing convey the author's message or intent	C.7, C.6, A.6
Recognize how the author's use of language creates images or feelings	C.6, C.8
Identify poetic elements such as repetition, rhythm and rhyming patterns in order to interpret poetry	C.7, C.8
Identify questions of personal importance and interest and literature that addresses them	
Compare motives of characters, causes of events and importance of setting in literature and people, events and places in own lives	C.5
Identify social context and other characteristics of the time period in order to understand and enhance appreciation of text	C.5, C.12
Compare a film, video or stage version of a literary work with the written one.	
<i>NY 2: Writing – Students will write an average of 1000 words per month across all content areas.</i>	
New York State Competency	KIPP Standard
Write original imaginative texts such as stories, poems and songs, plays, and video scripts. (NY 2)	F.5.a, F.5.b, F.5.e, F.5.f
Write original imaginative texts: – develop a narrative, using an organizational plan such as chronology or flashback – sequence events to advance a plot (rising action, conflict, climax, falling action, and resolution) – develop complex characters and create a setting	F.5.a, F.5.b, F.5.e, F.5.f

<ul style="list-style-type: none"> - use literary devices - maintain a consistent point of view that enhances the message and/or establishes the mood - select a genre and use appropriate conventions such as dialogue, rhythm and rhyme - use language that is creative 	
<p>Write interpretive and responsive essays of approximately three to five pages in order to:</p> <ul style="list-style-type: none"> - express opinions and support them through specific references to the text - demonstrate understanding of plot and theme - identify and describe characters and their motivations - analyze the impact of the setting - identify and interpret how the use of literary devices affects the meaning - draw conclusions and provide reasons for the conclusions - compare and contrast character, setting, mood, and voice in more than one literary text or performance -- make connections between literary text and personal experience or knowledge 	F.5.f
<p>Maintain a personal writing portfolio that includes imaginative, interpretive, and responsive writing</p>	
<p><i>NY 2: Listening – Students will listen on a daily basis.</i></p>	
<p>New York State Competency</p>	<p>KIPP Standard</p>
<p>Listen to comprehend, interpret, and respond to imaginative texts and performances, such as: stage plays, dramatic readings, and film and video productions.</p>	<p>E.1, E.4, E.6, E.5</p>
<p>Interpret and respond to texts on a variety of themes from different genres and authors</p>	<p>E.11,</p>
<p>Listen to class lectures, small and classroom discussions to comprehend and critique literary text</p>	<p>E.2</p>
<p>Recognize different levels of meaning in presentations</p>	<p>E.4, E.8</p>
<p>Identify how the author's choice of words, characterization, and use of other literary devices affects the listener's</p>	<p>E.4, E.8</p>

interpretation of the oral text	
Identify how the poet's use of repetition, rhythm, and rhyming patterns affects the listener's interpretation of poetry	E.5
Recognize that meaning of the spoken word can vary based on tone, volume, pitch, and rate	E.8, E.4
Recognize how posture, facial expression, and gestures of a speaker or actor are used to evoke a response	E.8
NY 2: Speaking – Students will speak on a daily basis	
New York State Competency	KIPP Standard
Speak to present interpretations and responses to imaginative texts and performances in, for example: class and small group discussions, panel presentations, formal presentations to peers and adults, class dramatic productions or readings, and teacher conferences.	E.14
Express interpretations and support them through specific references to the text	E.3
Explain the social, historical, and cultural features of imaginative text	C.5, C.12
Present original, imaginative text using language and, text structures that are inventive, for example: – use conventions of the literary genre (story, poem, play) – use rhyme, rhythm, and repetition to create an emotional or aesthetic effect use an introduction that catches and excites the interest of the listener	E.14
Ask and respond to questions to clarify an interpretation or response to imaginative text and performances	E.3
New York Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.	
<i>NY 3: Reading – Students will read a minimum of 25 books or the equivalent per year across all content areas and standards.</i>	
New York State Competency	KIPP Standard
Read to analyze and evaluate information, ideas, opinions, issues, themes, and experiences in the following: literary text,	B.11, B.12

scientific and historical articles, public documents for general audiences, editorials and articles from newspapers and magazines, book and film reviews, advertisements, and electronic resources.	
Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text including: <ul style="list-style-type: none"> – identify conflicting information – consider the background and qualifications of the writer – question writers' assumptions, beliefs, intentions, and biases – evaluate example, details, and reasons used to support ideas – identify fallacies of logic that lead to unsupported conclusions – discriminate between apparent message and hidden agenda – identify propaganda and evaluate its effectiveness – identify techniques an author uses to persuade; for example, emotional and ethical appeals – identify differing points of view in text and presentations – identify cultural and ethnic values and their impact on content – identify multiple levels of meaning 	B.11, B.12, B.2, B.5
Judge a text by using evaluative criteria from a variety of perspectives such as literary, political, and personal	B.12
Recognize the effects of one's own point of view in evaluating ideas, information, opinions, and issues	B.12
Suspend judgment until all information has been presented	B.9
<i>NY 3: Writing – Students will write an average of 1000 words per month across all content areas and standards.</i>	
New York State Competency	KIPP Standard
Write the following to analyze and evaluate information, ideas, issues, opinions, themes, and experiences: expository essays, literary critiques, editorials for school, local, and regional newspapers, speeches, reviews of plays, books, poems, and films	F.5.c, F.5.d, F.5.f

Present clear analyses, using examples, details, and reasons from the text	F.5.c, F.5.f
Present a hypothesis and predict possible outcomes from one or more perspectives	F.5.d
Select content and choose strategies for written presentation based on audience, purpose and content	F.5
Present a subject from more than one perspective by using resources such as news articles, nonfiction texts, personal experiences, and other school subjects	G.10
Explain connections between and among texts to extend the meaning of each individual text	C.4
Compare and contrast use of literary elements in more than one genre by more than one author	C.4
Maintain a writing portfolio that includes writing for evaluation and critical analysis	
<i>NY 3: Listening – Students will listen on a daily basis.</i>	
New York State Competency	KIPP Standard
Listen to analyze and evaluate information, ideas, opinions, issues, themes and experiences in, for example: small and large group discussions, public speeches and editorials, reviews of books, films, and plays, interviews, debates, multimedia presentations, advertisements	E.11
Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences	E.9
Recognize multiple levels of meaning	E.8, E.4
Use personal experiences and knowledge, and the opinions of speakers in school and community settings to make judgments from a variety of perspectives	
Recognize persuasive techniques, such as emotional and ethical appeals in presentations	E.10, E.11
Consider the experiences, qualifications, and possible biases of speakers in analyzing and evaluating presentations	E.7, E.9
Identify conflicting, missing or unclear information	E.10
Suspend judgment until all information has been presented	

Evaluate organization of presentations	
Evaluate the quality of speaker's presentation style by using criteria such as voice quality, enunciation and delivery	E.4, E.8
<i>NY 3: Speaking – Students will speak on a daily basis.</i>	
New York State Competency	KIPP Standard
Speak to express opinions and judgments in, for example: small and large group discussions and presentations, speeches, debates, interviews, and multimedia presentations	E.3, E.15
Express opinions or judgments about information, ideas, opinions, issues, themes, and experiences	E.3, E.15
Use an organizational format so that ideas and information are clear	E.13
State a hypothesis and predict possible outcomes from one or more perspectives	E.13
Present content using strategies designed for the audience, purpose, and context	E.13
Present a subject from one or more perspectives	E.13
Credit sources of information and opinions accurately in presentations and handouts	G.12
Ask and respond to questions to clarify an opinion or judgment	E.3
Standard 4: Students will read, write, listen, and speak for social interaction.	
<i>NY 4: Reading – Students will read a minimum of 25 books or the equivalent a year across all content areas and standards.</i>	
New York State Competency	KIPP Standard
Read the following to establish, enhance, and maintain personal relationships: friendly letters, notes, and cards, published letters, diaries and journals, and friendly electronic mail (e-mail.)	C.1
Share reading experiences to build a relationship with a peer or an adult; for example, read together silently or aloud with a partner or in small groups	B.2
Consider, age, gender, social position, and cultural traditions of the writer	B.12
Recognize conversational tone in social communication	C.6

Recognize the types of language appropriate to social communication; for example, informal, culture-specific, jargon, colloquialisms, and e-mail conventions	C.1
<i>NY 4: Writing – Students will write an average of 1000 words per month across all content areas and standards.</i>	
New York State Competency	KIPP Standard
Write the following to establish, enhance and maintaining personal relationships: friendly letters, notes, and cards, personal journals, and friendly electronic mail (e-mail.)	F.5.g
Share the process of writing with peers and adults; for example, write a condolence note, get well, or thank you letter with a writing partner or in small groups	F.1, F.5.g
Respect age, gender, position and cultural traditions of the recipient	F.5.g
Develop a personal voice that enables the reader to get to know the writer	F.5.g
Write personal reactions to experiences, events, and observations using a form of social communication	F.5.f, F.5.g
Identify and model the social communication techniques of published writers	F.5.f
Maintain a portfolio of writing that includes writing for social communication	
Use conventions of electronic mail	F.5.g
<i>NY 4: Listening – Students will listen on a daily basis.</i>	
New York State Competency	KIPP Standard
Listen to peers and adults to establish, enhance, and maintain personal relationships at home, school, and in the community.	
Participate as a listener in social communication with one or more people who are friends or acquaintances	
Respect the age, gender, social position, and cultural traditions of the speaker	E.6, E.9
Listen for more than one level of meaning, articulated and unspoken	E.4, E.8
Encourage the speaker with appropriate facial expressions and	E.15

gestures	
Withhold judgment	E.15
Appreciate the speaker's uniqueness	E.15
<i>NY 4: Speaking – Students will speak on a daily basis.</i>	
New York State Competency	KIPP Standard
Speak with peers and adults to establish, enhance, and maintain personal relationships at home, school, and in the community	
Respect age, gender, social position and cultural traditions of the listener when speaking for social interaction	E.13
Provide feedback by asking questions designed to encourage further conversation	E.3, E.15
Avoid sarcasm, ridicule, dominating the conversation, and interrupting	E.15
Use culture-specific language, jargon, colloquialisms and gesture appropriate to the purpose, occasion and listener	E.13
Respond to listener interests, needs, and reactions to the social conversation	E.15
Adopt conventions of e-mail to establish friendly tone in electronic-based social communication	

KIPP Mathematics Framework

Rationale

KIPP Academy's approach to mathematics acknowledges the remediation that must be accomplished in many students' first years at the school as well as the need to arrive at a detailed understanding of the concepts and operations of Algebra One before graduation.

Final curricular choices are under development but remain incomplete at this time. The program will center on *KIPP Math*, the highly successful program of mathematical improvement developed by the KIPP Foundation's flagship school in the Bronx.

The activity-focused approach of *KIPP Math* will be integrated with *Saxon Math*, the pioneering spiraled curriculum of the late John Saxon, now made available through Saxon Publishing. *Saxon Math* introduces new mathematical concepts while simultaneously and constantly assessing old concepts and skills, allowing students to review basic ideas while developing more and more sophisticated mathematical ability.

The combination of a spiral skills-based textbook series and a customized set of learning activities for underserved urban children should create an instructional whole that will help children shore up areas of weakness, even as they grow mathematically, within a matrix of activities designed and developed by and for children from similar circumstances.

Strands

The curriculum has both declarative or conceptual goals and performance or skill goals. Conceptual goals, those of a topical nature such as right triangles, are described in brief at each grade level and follow the structure of the Saxon and KIPP texts and support materials.

Performance goals are ongoing and cumulative from year to year and have been organized into four major strands: **Problem Solving and Reasoning, Tools, Communication, and Putting Mathematics to Work**, to allow students to enjoy a broad

array of mathematical topics and skills in order to complete complex projects. These departmental goals or targets, in turn, are further aligned with the KIPP index standards on a student-by-student basis to ensure that each student is making the requisite progress for admission and success at rigorous high schools.

1. PROBLEM SOLVING AND REASONING

A. Formulation

Participates in the formulation of problems from a situation by solving a variety of meaningful problems and extracting pertinent information to figure out what additional information is needed

B. Implementation

Makes choices involved in planning and carrying out a solution by using multiple approaches, (e.g. sketches, diagrams, and tables), breaking a complex problem into its constituent parts, solving for unknowns, integrating concepts and techniques from other areas of mathematics, and working effectively in teams when appropriate

C. Conclusion

Provides closure to the process through summary statements and conclusions that verify and interpret results with respect to the original problem and generalize solutions and strategies to new problems

D. Reasoning

Makes conjectures with estimates and explanations as well as justifiable statements with supporting arguments

2. TOOLS

- Computes accurately with arithmetic operations on rational numbers
- Knows and uses the correct order of operations for arithmetic computations
- Estimates numerically and spatially
- Measures length, area, volume, weight, time, and temperature accurately
- Refers to geometric shapes and terms correctly using concrete objects or drawings
- Uses equations, formulas, and simple algebraic notation appropriately
- Reads and organizes data on charts and graphs, including scatter plots, bar, line, and circle graphs, and Venn diagrams; calculates mean and median

- Uses multiple strategies as appropriate to achieve solutions, (e.g. mental computation, pencil and paper, measuring devices, texts, manipulatives, calculators, computers, and advice from peers)

3. COMMUNICATION

- Uses mathematical language and representations with appropriate accuracy, (e.g. numerical tables and equations, simple algebraic equations and formulas, charts, graphs, and diagrams)
- Organizes work, explains solutions orally and in writing, labels drawings, and uses other techniques to clarify meaning to an audience
- Uses mathematical language to make complex situations easier to understand
- Justifies statements and defends work to demonstrate mathematical reasoning
- Explains ideas not only to teachers and adults but to fellow students or younger children
- Comprehends mathematics from reading assignments and other sources

4. PUTTING MATHEMATICS TO WORK

Conduct a Data Study

- Develops a question and hypothesis to generate data to help make a decision or recommendation
- Collects data from a group to be sampled and display results (compare with prediction)
- Uses pertinent concepts from statistics and probability
- Makes a presentation (with acknowledgments) that makes recommendations supported by visual displays (graphs, charts, diagrams) of results and includes a detailed description of the investigative process

Make a Mathematical Model of a Physical Phenomenon

- Represents a physical system mathematically

- Generalizes about the system with a rule (function) that applies to the phenomenon under study and goes beyond a statistical analysis of generated numbers
- Prepares a presentation or report that incorporates the phenomenon investigated, a detailed description of method, and explanation of findings

Design a Physical Structure

- Generates a plan to build something of value to society
- Designs a realistic appropriate structure using geometric shapes and volumes
- Summarizes its important features
- Prepares a presentation or report that incorporates the phenomenon investigated, a detailed description of method, and explanation of findings

Write a Detailed Management Plan

- Determines needs of event to be managed or planned
- Notes constraints affecting the plan
- Considers other possible solutions
- Reports or presents an explanation of plan itself and how it was carried out

Investigate Pure Mathematics

- Extends or "plays with" concepts of features (e.g. properties and patterns in numbers)
- Expresses generalizations from the pattern
- Conjectures about apparent properties and argues why they seem true
- Delivers presentation or report that includes question investigated, a detailed description of method and explanation of findings

CONTENT AND TOPIC SUMMARY

Grade Five

Incremental development of	
<ul style="list-style-type: none"> • simplification of expressions containing parentheses • addition, subtraction, multiplication, and division of 	<ul style="list-style-type: none"> • ratios • percents • fractions • mixed numbers

Incremental development of:	
<ul style="list-style-type: none"> • whole number concepts and computation • mental math • patterns and functions • measurement • statistics and probability • fractions 	<ul style="list-style-type: none"> • mixed numbers • decimals • geometry • percentages • negative numbers
<p>signed numbers</p> <ul style="list-style-type: none"> • to work with exponents 	<ul style="list-style-type: none"> • decimals • geometric formula • square roots

Grade Six

Grade Seven

Incremental development of those concepts and skills necessary for higher level mathematics, including preparation for Algebra One in Grade Eight

<ul style="list-style-type: none"> • fractions and their arithmetic operations • decimals and their arithmetic operations • mixed numbers and their arithmetic operations • signed numbers and their arithmetic operations • translating from words to algebraic expressions • order of operations • percents • proportions • ratios • divisibility • rounding • place value • unit conversions 	<ul style="list-style-type: none"> • scientific notation • data representation • evaluation of algebraic expressions • the simplification of algebraic expressions • the solution of linear equations in one unknown • word problems involving pre-algebraic concepts • perimeter • area • surface area • volume • classification of geometric figures and solids • geometric constructions • symmetry
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Grade Eight

Incremental development of Algebra I concepts and skills, including:	
<ul style="list-style-type: none"> • arithmetic and evaluation of expressions involving signed numbers, exponents, and roots • properties of real numbers • absolute value • equations and inequalities involving absolute value • scientific notation • unit conversions • solution of equations in one unknown • solution of simultaneous equations • the algebra of polynomials and 	<ul style="list-style-type: none"> • translations and reflections of graphs • factoring • Pythagorean theorem • algebraic proofs • functional notation and functions • solution of quadratic equations by factoring, completing the square, and quadratic formula • direct and inverse variation • exponential growth • computation of the perimeter

<p>rational expressions</p> <ul style="list-style-type: none">• word problems requiring algebra for the solution (such as uniform motion and coin problems)• graphical solution of simultaneous equations• graphs of a variety of functions: linear, quadratic, cubic, square root,	<p>and area of two-dimensional regions</p> <ul style="list-style-type: none">• computation of the surface area and volume of a wide variety of geometric solids• statistics• probability
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KIPP Index Standards

Mathematics

A. Numbers, Operations, and Quantitative Reasoning

1. understand the interrelationships among whole, integer, rational and real number systems
2. compare and order rational numbers in various forms including integers, percents, and positive and negative fractions and decimals
3. add; subtract, multiply, and divide rational numbers in problem situations
4. express rational numbers as fractions, non-repeating decimals and percents and convert between these representations
5. understand number theory concepts of primes, factors, multiples, and divisibility rules and the relationships among them, and find common multiples and factors, including least common multiple and greatest common factor
6. approximate (mentally and with calculators) the value of irrational numbers as they arise from problem situations (p , $\sqrt{2}$)
7. estimate squares and square roots, identify which two integers a cube root lies between, and understand the concept of the n th root
8. express numbers in scientific notation, including negative exponents, in appropriate problem situations and perform computations with numbers in scientific notation
9. understand the meaning of the absolute value of a number, interpret the absolute value as the distance of the number from zero on a number line, and determine the absolute value of real numbers

10. apply algebraic techniques to solve rate, ratio and proportion problems (e.g., percent mixtures, rate of work, unit rates, rates of change, speed, density, scale drawings, similar triangles)
11. solve consumer problems involving sales tax, tips, interest, discounts, compound interest, markups, commissions, percent increase, and percent decrease using whole numbers, fractions, decimals and percents
12. select and use appropriate forms of rational numbers to solve real-life problems involving proportional relationships (similarity, unit rates, and fractional coefficients)
13. use addition, subtraction, multiplication and division to solve problems involving monomials, binomials, polynomials, and algebraic fractions and mixed expressions
14. use patterns to generate the laws of exponents and apply them in problem-solving situations.

B. Patterns, Relationships, and Algebraic Thinking and Processes

1. describe, extend, and explain ways to get to a next element in numeric, linear, and geometric patterns
2. use and interpret formulas to answer questions about quantities and their relationships (e.g., $\text{area} = \text{length} \times \text{width}$)
3. use an algebraic expression to find any term in a sequence
4. translate words into symbols and sentences into equations
5. solve equations involving simple to complex transformations with variables on one or both sides of the equation
6. use the necessary algebraic skills required to simplify algebraic expressions

- explain and apply the commutative, associative, and distributive properties, inverses, and identities in algebraic expressions
 - simplify and check numerical or algebraic expressions involving order of operations and exponents
 - simplify polynomial fractional equations, transform and solve the equations, and factor as necessary in problem situations.
 - solve problems involving polynomial expressions, factoring expressions, and fractional equations.
7. use tools including matrices, factoring, and properties of exponents to simplify expressions and transform and solve systems of equations.
 8. solve linear equations and inequalities using concrete models, graphs, and the properties of equality; and determine the reasonableness of solutions
 9. analyze situations and formulate systems of linear equations or inequalities in two or more unknowns to solve problems
 10. solve systems of linear equations or inequalities using concrete models, graphs, tables, matrices, or algebraic methods; and determine the reasonableness of solutions
 11. solve equations and inequalities involving absolute value
 12. solve quadratic equations using the quadratic formula, factoring or completing the square
 13. solve square root and rational equations and inequalities using graphs, tables, and algebraic methods.
 14. analyze situations modeled by quadratic, square root and rational functions, formulate equations or inequalities to solve the problems, and analyze the solutions

C. Functions

1. understand the concept of a relation and a function, (i.e., that a function represents a dependence of one quantity on another and can be described in a variety of ways), and whether a given relation defines a function.
2. gather and record data, or use data sets to determine a functional model that might be used to explain the relationships between quantities if it exists.
3. describe functional relationships for given problem situations and write equations or inequalities to answer questions arising from the situations.
4. determine the reasonable domain and range values of linear, quadratic, square root, and rational functions; interpret and determine the reasonableness of solutions to linear, quadratic, square root, and rational equations and inequalities

Linear Functions

5. determine whether or not given situations can be modeled by linear functions.
6. translate among and use algebraic, tabular, graphical, or verbal descriptions of linear functions.
7. develop the concept of slope as rate of change and determine slopes and intercepts of linear functions from graphs, tables, and algebraic representations.
8. interpret the meaning of slope and intercept in situations using data, symbolic representations, or graphs. 5
9. predict and describe the effects of changes in m and b on the graph of $y = mx + b$.
10. predict the effects of changing slope and y -intercept in applied situations.

11. graph and write equations of lines given characteristics such as two points, a point and a slope, or a slope and y-intercept.
12. relate direct variation to linear functions and solve problems involving proportional change.
13. analyze situations involving linear functions and formulate linear equations or inequalities to solve problems

Quadratic and Other Nonlinear Functions

14. interpret and describe the effects of changes in the parameters of quadratic functions in applied and mathematical situations (predict the effects of changes in a on the graph of $y = ax^2$; predict the effects of changes in c on the graph of $y = x^2 + c$)
2
15. understands that the graphs of quadratic functions are affected by the parameters of the function and can interpret and describe the effects of changes in the parameters of quadratic functions (e.g., predicts the effects of changes in a on the graph of $y = ax^2$; predicts the effects of changes in c on the graph of $y = x^2 + c$)
16. relate the solutions of quadratic equations to the roots of their functions; determine a quadratic function from its roots or a graph. 6 and compare and translate between algebraic and graphical solutions of quadratic equations
17. analyze data and represents situations involving inverse variation using concrete models, tables, or graphs
18. analyze data and represent situations involving exponential growth and decay using concrete models, tables, or graphs
19. relate representations of quadratic functions, such as algebraic, tabular, graphical, and verbal descriptions.

20. use direct and inverse variation functions as models to make predictions in problem situations.

D. Geometry and Spatial Reasoning

1. classify familiar plane and solid objects and see relationships among them according to their geometric attributes (e.g., position, shape, size, roundness, and number and shape of faces, edges, and vertices)
2. identify and classify angles (acute, obtuse, right), triangles (equilateral, scalene, isosceles), and quadrilaterals (rhombus, square, rectangle, parallelogram, trapezoid), and use this information to solve problems
3. transform (translate, reflect, rotate, dilate) polygons in the coordinate plane; describe the transformation in simple algebraic terms (i.e., use matrices to encode the polygon); determine whether a figure is symmetric with respect to a line or point; and, determine whether a figure has been translated, reflected, dilated or rotated
4. use properties of vertical angles, adjacent angles, complementary angles, and supplementary angles to solve problems
5. perform basic constructions with a straightedge and compass, such as sets of points (line, ray, segment, plane); angle bisectors, perpendicular bisectors, altitudes, midpoints, diagonals; central angles, radii, diameters, and chords of circles; and the line parallel to a given line through a point off the line
6. represent three-dimensional objects through two-dimensional drawings; make a three-dimensional figure from a two-dimensional drawing
7. know and use angle and side relationships in problems with special right triangles, such as 30° , 60° , and 90° triangles and 45° , 45° , and 90° triangles

8. know and understand the Pythagorean theorem and its converse and use it to find the length of the missing side of a right triangle and the lengths of other line segments
9. define basic trigonometric ratios and use elementary relationships among them to solve problems
10. locate and name points on a coordinate plane using ordered pairs of real numbers
11. know the conditions that indicate two geometrical figures are congruent and what congruence means about the relationships between sides and angles of the two figures
12. determine if quadrilaterals and triangles are similar, write proportions to express the relationships between corresponding parts of similar figures and solve problems involving similar figures
13. understand the concepts of parallel lines and perpendicular lines and how those slopes are related.

E. Measurement

1. compare weights, capacities, geometric measures, times, and temperatures within the metric or customary measurement systems and estimate equivalent measurements across the two systems (e.g., miles per hour and feet per second, cubic inches to cubic centimeters)
2. compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids
3. determine the ratio of the perimeters, areas, and volumes of similar geometric figures use proportional relationships in similar shapes to find missing measurements.
4. solve problems involving the perimeter, circumference, and area of common geometric figures

5. explain the relationships between linear, square, and cubic measures and determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids
6. compute the volumes, lateral areas, and surface areas of prisms, pyramids, cylinders, cones, and spheres; and commit to memory the formulas for prisms, pyramids, and cylinders
7. use quotient measures, such as speed and density, that give "per unit" amounts and product measures such as person-hours

F. Probability & Statistics

1. find the probability of a single event and for two events that are dependent, independent, complementary, or mutually exclusive and express them as ratios, decimals, proportions, or percents
2. use theoretical probabilities and experimental results to make predictions and decisions
3. find the mean, median, mode, and range of a frequency distribution and select appropriate measure of central tendency to describe a set of data for a particular purpose
4. know the meaning of, and compute, the minimum, the lower quartile, the median, the upper quartile and the maximum of a data set
5. represent two numerical variables on a scatter plot and describe how the data points are distributed and any apparent relationships that exists between the two variables (e.g., between time spent on homework and grade level)
6. make scatter plots; determine the type of curve, including linear, quadratic, and exponential (growth and decay) functions; and, interpret the results.

7. make predictions, draw conclusions and inferences, and construct circle graphs, bar graphs, histograms, stem-and-leaf plots, and box-and-whisker plots with and without technology.
8. evaluate methods of sampling to determine validity of an inference made from a set of data.
9. recognize misuses of graphical or numerical information and evaluate predictions and conclusions based on data analysis.

G. Mathematical Reasoning and Logic

1. use and know simple aspects of a logical argument:
 - make conjectures from patterns or sets of examples and nonexamples
 - test conjectures by using both inductive and deductive reasoning
 - explain the difference between inductive and deductive reasoning and identify and provide examples of each
 - identify the hypothesis and conclusion in logical deduction
 - use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion
2. use properties of the real number system to:
 - construct simple, valid arguments for true assertions
 - give an argument through counterexample for an assertion that is not true
 - judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step;
 - justify each step of a procedure
3. given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, determine whether the statement is true sometimes, always, or never

H. Underlying Processes and Mathematical Tools

1. analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns
2. determine when and how to break a problem into simpler parts
3. apply strategies and results from simpler problems to more complex problems
4. indicate the relative advantages of exact and approximate solutions to problems; give answers to a specified degree of accuracy; and use estimation to verify the reasonableness of calculated results
5. select tools such as real objects, manipulatives, paper/pencil, and technology or techniques such as mental math, estimation, and number sense to solve problems
6. develop generalizations of the results obtained and the strategies used and apply them to new problem situations
7. note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems
8. use mathematical language, numbers, symbols, charts, graphs, tables, diagrams, and models to explain mathematical reasoning
9. express solution clearly and logically by using appropriate mathematical notation, terms and clear language; support solutions with evidence in both verbal and symbolic work
10. evaluate the effectiveness of different representations
11. form generalizations and draw valid conclusions about mathematical ideas and how two or more content domains intersect and are related.

New York State Mathematics Standards/ KIPP Curriculum Crosswalk
Grades 5 & 6

KEY IDEA 1: MATHEMATICAL REASONING	
<i>Students use mathematical reasoning to analyze mathematical situations, make conjectures, gather evidence, and construct an argument.</i>	
NYS Performance Indicator	KIPP Standard
<p>1A. Apply a variety of reasoning strategies</p> <p>May Include:</p> <ul style="list-style-type: none"> • Apply basic computational skills to problems from other subject areas and real-world situations • Solve problems that illustrate the use of fractions and decimals • Write and solve open sentences while working with word problems • Use a variety of problem solving strategies • State problem in own words • Construct physical representations for complex problems 	H.1, H.6, H.10
<p>1B. Make and evaluate conjectures and arguments, using appropriate language</p> <p>May Include:</p> <ul style="list-style-type: none"> • Use computation skills in investigation studies in other subject areas and games • Participate in extended record-keeping projects involving data gathering • Make attempts to verify solutions or results in situations in which it is warranted • Clarify problems with peers 	H.10, H.5
<p>1C. Make conclusions based on inductive reasoning</p> <p>May Include:</p> <ul style="list-style-type: none"> • Develop formulas for area and perimeter of rectangles 	H.7, H.8, G.1, B.2

and squares	
<p>1D. Justify conclusions involving simple and compound statements</p> <p>May Include:</p> <ul style="list-style-type: none"> • Use Venn diagrams to demonstrate simple and compound statements (and/or.) May include set ideas and terms such as element, subset, intersection, and union. 	G.2, G.3

KEY IDEA 2: NUMBER & NUMERATION	
<i>Students use number sense and numeration to develop an understanding of the multiple uses of numbers in the world, the use of numbers to communicate mathematically, and the use of numbers in the development of mathematical ideas.</i>	
NYS Performance Indicator	KIPP Standard
<p>2A. Understand, represent, and use numbers in a variety of equivalent forms (integer, fraction, decimal, percent, exponential, and expanded notation).</p> <p>May Include:</p> <ul style="list-style-type: none"> • Read and write numbers to one billion • Express large numbers using powers of 10 • Reinforce place value concepts by using exponential notation • Place value concepts to the thousandths • Proper and improper fractions • Simplest form of a fraction • Change improper fractions to mixed numbers and vice versa • Convert common fractions to decimal form • Convert common fractions and decimals to percent • Understand the basic role of place value in decimal fractions • Use the number line to model a variety of numbers • Use the exponential form of powers of 2,3,5, and 10 and relate these forms to factoring 	A.1, A.4, A.8

<p>2B. Understand and apply ratios, proportions, and percents through a wide variety of hands-on explorations.</p> <p>May Include:</p> <ul style="list-style-type: none"> • Circle graphs to explore the concept of percent • Relate fractional notation to ratio and probability • Integrate the study of fractions and ratio with the study of shape and area • Identify representations of a given percent and describe orally and in writing the equivalence relationship between fractions, decimals, and percents. • Describe and compare two sets of data using ratios, and use appropriate notation such as a/b; a to b; and $a:b$. 	A.1, A.10, A.12
<p>2C Develop an understanding of number theory</p> <p>May Include:</p> <ul style="list-style-type: none"> • Factoring techniques to determine common denominators • Explain orally and in writing the concepts of prime and composite numbers 	A.5
<p>2D. Recognize order relations for decimals, integers, and rational numbers</p> <p>May Include:</p> <ul style="list-style-type: none"> • Explore negative number notation to fractions on the number line • Compare decimals and common fractions, using the terms greater than, less than, between, or equivalent • Understand that zero can mean none of something or that it can represent a point on a scale and any other number can be depicted on the scale • Compare size of fractions, using several methods 	A.2

KEY IDEA 3: OPERATIONS	
<i>Students use mathematical operations and relationships among them to understand mathematics.</i>	
NYS Performance Indicator	KIPP Standard
<p>3A Add, subtract, multiply, and divide fractions, decimals, and integers.</p> <p>May Include:</p> <ul style="list-style-type: none"> • Multiply and divide by three-digit numbers • Experience adding and subtracting integers on the number line • Add and subtract mixed numbers • Add and subtract decimals to the thousandths • Multiply and divide common fractions • Multiply and divide mixed numbers • Multiply decimals to hundredths. And divide decimals to hundredths, using whole number divisors. • Solve problems in which fractions are used in everyday life. 	A.3
<p>3B. Use grouping symbols (parentheses) to clarify the intended order of operations</p> <p>May include:</p> <ul style="list-style-type: none"> • Use the conventional rule of order of operations (1- parentheses, 2-exponents, 3-multiplication and division, 4-addition and subtraction) 	B.6
<p>3C. Apply the associative, commutative, and distributive properties, and inverse and identity elements.</p> <p>May Include:</p> <ul style="list-style-type: none"> • Use distributive property to multiply mixed numbers • The role of the multiplicative inverse (reciprocal) in division of fractions • The role of additive inverse in the set of integers 	B.6.
<p>3D. Demonstrate understanding of operational algorithms</p> <p>May include:</p> <ul style="list-style-type: none"> • Divide fractions using a variety of approaches: factor product, partitioning, measurement, common 	A.3, A.5

denominator, and multiply by the reciprocal <ul style="list-style-type: none"> When asked, accurately state the purpose for each step in basic calculations 	
3E. Develop appropriate proficiency with facts and algorithms May include: <ul style="list-style-type: none"> Ensure quick recall of basic addition, subtraction, multiplication, and division facts Develop strategies for mental math 	A.3
3F. Apply concepts of ratio and proportion to solve problems May include: <ul style="list-style-type: none"> Use ratio and proportion concepts to solve problems 	A.12

KEY IDEA 4: MODELING/MULTIPLE REPRESENTATION	
<i>Students use mathematical modeling/multiple representation to provide a means of presenting interpreting, communicating and connecting mathematical information and relationships.</i>	
NYS Performance Indicator	KIPP Standard
4A. Visualize, represent, and transform two- and three-dimensional shapes May include: <ul style="list-style-type: none"> Analyze the effects of combining, subdividing, and changing basic shapes Use geometric ideas to solve problems Understand basic characteristics of the concepts of three dimensions Sketch, construct models, and classify prisms, cones, cylinders, and pyramids 	D.3, D.6
4B. Use maps and scale drawings to represent real objects or places May include: <ul style="list-style-type: none"> Make scale drawings like floor plans, using centimeter grids to relate scale to ratio 	D.5

<p>4C. Use the coordinate plane to explore geometric ideas.</p> <p>May include:</p> <ul style="list-style-type: none"> • Explore measurement and vocabulary of geometric figures, using a concrete discovery approach with geoboards and graph paper • Graphing ordered pairs of numbers 	D.2, D.10
<p>4D. Represent numerical relationships in one- and two-dimensional graphs.</p> <p>May include:</p> <ul style="list-style-type: none"> • Graphs: circle, bar, histogram, line, pictograph and stem and leaf • Compare histogram, line, picture, circle graphs, stem and leaf as to what information each presents and note the advantages and disadvantages of each 	F.7
<p>4E. Use variables to represent relationships.</p> <p>May include:</p> <ul style="list-style-type: none"> • Write and solve open sentences dealing with inverse operations, using letters as well as frames, as place holders • Create a problem situation based on given open sentence, using a single variable • Have an understanding of the basic characteristics of a variable 	B.1, B.4, B.5
<p>4F. Use concrete materials and diagrams to describe the operation of real-world processes and symbols</p> <p>May include:</p> <ul style="list-style-type: none"> • Discover the multiplication principle through experiences with tree diagrams or lists of possible events taken in order 	A.10
<p>4G. Develop and explore models that do and do not rely on chance</p> <p>May include:</p> <ul style="list-style-type: none"> • Represent and count the elements in a sample space • Identify events with a probability equal to zero, events that are certain, and events that happen sometimes 	F.1, F.2
<p>4H. Investigate both two and three dimensional transformations</p>	D.3

<p>May include:</p> <ul style="list-style-type: none"> • Use concrete and artistic activities to explore the concept of symmetry • Understand that symmetry can be analyzed by performing reflections, turns, or slides 	
<p>4I. Use appropriate tools to represent and verify geometric relationships</p> <p>May Include:</p> <ul style="list-style-type: none"> • Draw and measure plane geometric figures, using rulers, compasses, and protractors • Using a protractor and ruler, draw a perpendicular bisector of a line segment or an angle bisector 	D.5

<p align="center">KEY IDEA 5: MEASUREMENT</p>	
<p><i>Students use measurement in both metric and English measure to provide a major link between the abstractions of mathematics and the real world in order to describe and compare objects and data.</i></p>	
<p>NYS Performance Indicator</p>	<p>KIPP Standard</p>
<p>5A. Estimate, make, and use measurements in real world situations.</p> <p>May Include:</p> <ul style="list-style-type: none"> • Measure temperatures of familiar substances • Relate volume to capacity in terms of metric and English system measure (cubic centimeters, liters, cubic inch, cup, fluid ounce) • Determine whether measurements of length, area, volume, mass (weight) or time are reasonable by referring to typical values 	E.1
<p>5B. Select appropriate standard and non-standard measurement tools to measure to a desired degree of accuracy</p>	D.7, E.1

<p>May include:</p> <ul style="list-style-type: none"> • Be familiar with prefixes milli, centi, kilo and symbols g, mg, kg, mL, L, mm, km, and cm and the tools used to measure them • Introduce measurement of angles with a protractor • Measure volume and capacity using cubic centimeter blocks, cubic inch blocks, English system and metric measurement tools • Operations with metric units • Make effective use of ruler, thermometer, and scale for making measurements • Estimate and then determine length, weight/mass, area, and liquid volume/capacity, using standard and nonstandard units of measure • Understand that measurements are likely to give slightly different numbers when measured multiple times 	
<p>5C. Develop measurement skills and informally derive and apply formulas in direct measurement activities</p> <p>May include:</p> <ul style="list-style-type: none"> • Measure volume of prisms using cubic units in metric and English system. • Measure the area and perimeter of triangles, circles, and irregular polygons using manipulative materials and informal methods • Identify acute, obtuse, and right angles • Explore the volume of cylinders empirically • Approximate the areas of rectangles and triangles 	<p>D.2, E.2, E.5, E.6</p>
<p>5D. Use statistical methods and measures of central tendencies to display, describe, and compare data</p> <p>May include:</p> <ul style="list-style-type: none"> • Consider difference between mode, median, and mean • Collect and organize simple data sets to answer questions • Understand that a summary of data should include where the middle is and how much spread is around it 	<p>F.3</p>
<p>5E. Explore and produce graphic representations of data.</p>	<p>F.4, F.5, F.7.</p>

<p>May include:</p> <ul style="list-style-type: none"> • Compare graphs that can be demonstrated by the teacher on a graphing calculator: bar, line, histogram • Use pictographs and other graphic representations to model problems • Understand that spreading data out on a number line helps to see what the extremes are, where they pile up, and where the gaps are located 	
<p>5F. Develop critical judgment for the reasonableness of measurement</p> <p>May include:</p> <ul style="list-style-type: none"> • Relate metric units to customary units via approximation • Make real-world comparisons of measurements 	

<p align="center">KEY IDEA 6: UNCERTAINTY</p>	
<p><i>Students use ideas of uncertainty to illustrate that mathematics involves more than exactness when dealing with everyday situations.</i></p>	
<p>NYS Performance Indicator</p>	<p>KIPP Standard</p>
<p>6A. Use estimation to check the reasonableness of results obtained by computation, algorithms, or the use of technology.</p> <p>May include:</p> <ul style="list-style-type: none"> • Round numbers to the nearest hundredth and up to 10,000 • Relate rounding skills to estimation • Round fractional and decimal numbers for estimates in computation • Determine the effects of addition, subtraction, multiplication, and division on size and order of numbers 	<p>H.5, H.6</p>
<p>6B. Use estimation to solve problems for which exact answers are inappropriate.</p> <p>May include:</p> <ul style="list-style-type: none"> • Develop an awareness of when an estimation is more appropriate than an exact answer 	<p>H.5</p>

<p>6C. Estimate the probability of events.</p> <p>May include:</p> <ul style="list-style-type: none"> • Make predictions based on sample data • Arrangements and combinations • Understand that when prediction are based on what is known about the past, one must assume that the conditions stay the same from the past event to the predicted future event 	<p>F.7, F.8</p>
<p>6D. Use simulation techniques to estimate probabilities</p> <p>May include:</p> <ul style="list-style-type: none"> • Conduct simulations for experiments that cannot be determined theoretically and are unwieldy to be determined experimentally 	<p>F.2</p>
<p>6E. Determine probabilities of independent events</p> <p>May include:</p> <ul style="list-style-type: none"> • Conduct and predict outcomes of experiments with independent events • Understand how to express probabilities as fractions, decimals or percents for theoretical and experimental situations such that <p>-- Experimental probability is found by number of times desired event occurs/ total number of trials</p> <p>-- Theoretical probability is found by number of desired outcomes/ total number of possible outcomes</p>	<p>A.10, F.1</p>

<p>KEY IDEA 7: PATTERNS/FUNCTIONS</p>	
<p><i>Students use patterns and functions to develop mathematical power, appreciate the true beauty of mathematics, and construct generalizations that describe patterns simply and efficiently.</i></p>	
<p>NYS Performance Indicator</p>	<p>KIPP Standard</p>
<p>7A. Recognize, describe and generalize a wide variety of patterns and functions.</p> <p>May include:</p> <ul style="list-style-type: none"> • Review computation skills by describing and extending number patterns and sequences 	<p>B.1, B.2, C.1</p>

<ul style="list-style-type: none"> • Interpolate and/or extrapolate simple patterns of numbers • Recognize and describe simple functional relationships 	
<p>7B. Describe and represent patterns and functional relationships, using tables, charts, and graphs and verbal descriptions</p> <p>May include:</p> <ul style="list-style-type: none"> • Use tables and graphs to help to identify patterns • Use a variety of representations for the same functional relationship 	C.2
<p>7C. Develop methods to solve basic linear equations</p> <p>May include:</p> <ul style="list-style-type: none"> • Find the missing value of a proportion in which three of the numbers are known • Distinguish between linear and quadratic relationships • Solve one-step linear equations in one variable 	B.1, C.3
<p>7D. Develop an understanding of functions and functional relationships: that a change in one quantity (variable) results in a change in another</p> <p>May include:</p> <ul style="list-style-type: none"> • Continue the study of functions and relationships with whole numbers • Understand that the basic function of tables and graphs is to make explicit how the values of one quantity are related to values of another. • Begin to recognize the characteristics of proportional relationships. 	C.1, C.2
<p>7E. Apply the concept of similarity in relevant situations</p> <p>May include:</p> <ul style="list-style-type: none"> • Use concrete and artistic experiences to explain similarity and congruence in plane geometric figures 	D.1, D.2
<p>7F. Use properties of polygons to classify them</p> <p>May include:</p> <ul style="list-style-type: none"> • Classify polygons by properties and develop definitions • Understand the basic properties and the similarity and differences between a trapezoid, rhombus, and a quadrilateral 	D.1, D.2

<ul style="list-style-type: none"> • Compare shapes in terms of parallel, perpendicular, similar, and congruent 	
<p>7G. Explore relationships involving points, lines, angles, and planes.</p> <p>May include:</p> <ul style="list-style-type: none"> • Understand the basic characteristics of angles • Identify line segments • Determine congruence of line segments, angles, and polygons by direct comparison given their attributes • 	D.2, D.5
<p>7H. Develop readiness for basic concepts of right triangle geometry.</p> <p>May include:</p> <ul style="list-style-type: none"> • A right triangle contains one right angle • The hypotenuse of a right triangle is opposite the right angle. • The hypotenuse of a triangle is greater than either of the other two legs • Investigate intuitively the concept of similarity among triangles 	D.2, D.7
<p>7I. Use patterns and functions to represent and solve problems.</p> <p>May include:</p> <ul style="list-style-type: none"> • Use math sentences of patterns and functions to represent and solve problems. 	C.3

New York Mathematics Standards/ KIPP Curriculum Crosswalk
Grades 7 & 8

KEY IDEA 1: MATHEMATICAL REASONING	
<i>Students use mathematical reasoning to analyze mathematical situations, make conjectures, gather evidence, and construct an argument.</i>	
NYS Performance Indicator	KIPP Standard
<p>1A. Apply a variety of reasoning strategies</p> <p>May Include:</p> <ul style="list-style-type: none"> • Use pictures, diagrams, or patterns • Use trial and error (guess.) • Use a simpler, related problem • Use proportional reasoning, ratios, and rates to solve problems • Work backwards • Identify similarities and differences among a wide variety of problem types and problem-solving strategies • Use mathematical sentences to solve problems 	H.2, H.4, H.7
<p>1B. Make and evaluate conjectures and arguments, using appropriate language</p> <p>May Include:</p> <ul style="list-style-type: none"> • Discriminate relevant from irrelevant information • Discuss the effects of changing the parameters of a problem statement • Seek a general solution • Study cases in which the general solution does not apply • Explain and show solution processes in a variety of ways (words, numbers, symbols, pictures, charts, graphs, tables, diagrams, and models) • Express solutions clearly and logically using appropriate 	B.10, H.1, H.2, H.7, H.8, H.9, H.11

<p>mathematical notation, terms, and language</p> <ul style="list-style-type: none"> • Understand that there is no one right way to solve mathematical problems, but that different methods have different advantages and disadvantages • Support solutions with written and/or algebraic evidence • Clarify problems using discussion with peers 	
<p>1C. Make conclusions based on inductive reasoning</p> <p>May Include:</p> <ul style="list-style-type: none"> • Devise formulas (surface area, volume, etc.) • Identify patterns in a number sentence (includes sequences with integral terms.) • Apply strategies and results from simpler problems to more complex situations 	B.1, B.2, B.3, B.9, B.14
<p>1D. Justify conclusions involving simple and compound statements</p> <p>May Include:</p> <ul style="list-style-type: none"> • Find numbers that satisfy one or more conditions 	B.5, H.10

KEY IDEA 2: NUMBER & NUMERATION

Students use number sense and numeration to develop an understanding of the multiple uses of numbers in the world, the use of numbers to communicate mathematically, and the use of numbers in the development of mathematical ideas.

NYS Performance Indicator	KIPP Exit Standard
<p>2A. Understand, represent, and use numbers in a variety of equivalent forms (integer, fraction, decimal, percent, exponential, and expanded notation).</p> <p>May Include:</p> <ul style="list-style-type: none"> • Read and write integers, rational, and irrational numbers • Describe orally and in writing the relationship between the subsets of the real number system • Approximate integers and rational numbers, using scientific notation (positive and negative powers of 10) and explain the process 	A.1, A.4, A.6, A.8, A.11

<ul style="list-style-type: none"> • Understand the relationship between terminating and repeating decimals • Describe the equivalent relationships among representations of rational numbers (fractions decimals and percents) and use these representations in estimation, computation and applications • Understand and explain a number raised to the zero power • Using real-life situations, apply the concept of scientific notation to express and compare very large and very small numbers • Understand the meaning of the absolute value symbol • Calculate fraction, decimal, and percent equivalents 	
<p>2B. Understand and apply ratios, proportions, and percents through a wide variety of hands-on explorations.</p> <p>May Include:</p> <ul style="list-style-type: none"> • Interpret percent as part of 100 using a variety of manipulative (algebra tiles, graph paper, cubes) • Develop an understanding of the relationships among ratio, proportion and percent • Solve real-life problems dealing with scale drawings and similar polygons • Find the percent of a number; calculate the percent of increases and decreases, rate, commissions, taxes, and simple interest 	A.10, A.11, A.12, D.1
<p>2C. Develop and understanding of number theory (primes, factors, and multiples.)</p> <p>May Include:</p> <ul style="list-style-type: none"> • Define and identify prime and composite numbers • Define and identify prime factors using factor trees and repeated division • Factor numbers using the rules of divisibility • Discover rules of divisibility of numbers in the context of finding prime factors 	A.5

<p>2D. Recognize order relations for decimals, integers, and rational numbers</p> <p>May Include:</p> <ul style="list-style-type: none"> • Compare and understand inter-relationships, similarities, and differences among integers, rational and irrational numbers • Use symbols when recognizing numerical relationships • Develop techniques for ordering fractions and decimals including percents and scientific notation • Given a whole number from 0 to 100, identify it as a perfect square or find the two consecutive whole numbers between its square root lies 	<p>A.2, A.7, A.8</p>
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KEY IDEA 3: OPERATIONS	
<i>Students use mathematical operations and relationships among them to understand mathematics.</i>	
NYS Performance Indicator	KIPP Standard
<p>3A. Add, subtract, multiply, and divide fractions, decimals, and integers.</p> <p>May Include:</p> <ul style="list-style-type: none"> • Consistently and accurately perform operations on integers, decimals, and rational numbers • Raise rational numbers to whole number powers • Determine the absolute value of real numbers expanded to include numerical expressions beyond a single value • Solve one- and two-step problems 	<p>A.3, A.8, A.9, A.13</p>
<p>3B. Explore and use the operations dealing with roots and powers</p> <p>May include:</p> <ul style="list-style-type: none"> • Operations applying to powers of a common base • The use of powers with positive integral and zero exponents • Concept of the square of any nonzero integer is a 	<p>A.7, A.8, A.14</p>

<p>positive number</p> <ul style="list-style-type: none"> • Understand that every positive number has two square roots (introduce the \pm symbol) 	
<p>3C. Use grouping symbols (parentheses) to clarify the intended order of operations</p> <p>May include:</p> <ul style="list-style-type: none"> • Use the order of operations within a problem • Understand the use of parentheses and their relationship to the order of operations • Extend the order of operations to include roots 	B.6
<p>3D. Apply the associative, commutative, and distributive properties, and inverse and identity elements.</p> <p>May include:</p> <ul style="list-style-type: none"> • Understand that integers consist of zero and natural numbers and their additive inverses • Simplify numerical expressions and solve word problems and equations by applying properties of real numbers • Explain why certain properties hold true or do not hold true under specific operations • Understand the inverse relationships between addition and subtraction, multiplication and division, and exponentiation and root extraction • Investigate the existence of closure under the operations with integers • Formulate properties (commutative, associative, etc.) involving operations with integers by experimenting with integers under the basic operations. 	A.13, B.6
<p>3E. Demonstrate understanding of operational algorithms</p> <p>May include:</p> <ul style="list-style-type: none"> • Solve and explain the rules for the operational algorithms relative to real numbers • Solve and explain the use of absolute value in operational algorithms 	B.8
<p>3F. Develop appropriate proficiency with facts and algorithms</p> <p>May include:</p>	

<ul style="list-style-type: none"> Solutions of facts and algorithms using real numbers 	
<p>3G. Apply concepts of ratio and proportion to solve problems</p> <p>May include:</p> <ul style="list-style-type: none"> Use ratios and proportions to solve problems involving a change of scale in drawings or maps, recipes, etc. Determine the unit cost of items to compare prices Determine if triangles are similar by using ratios to show that the lengths of corresponding sides are proportional. 	A.10, A.11, D.12

KEY IDEA 4: MODELING/MULTIPLE REPRESENTATION	
<i>Students use mathematical modeling/multiple representation to provide a means of presenting interpreting, communicating and connecting mathematical information and relationships.</i>	
NYS Performance Indicator	KIPP Standard
<p>4A. Visualize, represent, and transform two- and three-dimensional shapes</p> <p>May include:</p> <ul style="list-style-type: none"> Identify and construct two-dimensional patterns for three-dimensional models. Identify elements of three-dimensional geometric objects 	D.5, D.6
<p>4B. Use maps and scale drawings to represent real objects or places</p> <p>May include:</p> <ul style="list-style-type: none"> Students select appropriate units of measure and use proportional reasoning to convert measures Construct scale models and drawings with reasonable measurement accuracy 	E.3
<p>4C. Use the coordinate plane to explore geometric ideas.</p> <p>May include:</p> <ul style="list-style-type: none"> Locate a point, using ordered pairs of integers on a coordinate plane Compare geometric measurements and computations 	D.10, D.11

<p>on coordinate axes as they are applied parallel line, congruent and similar figures.</p> <ul style="list-style-type: none"> • Locate the quadrant in which the ordered pair of integers is located • Develop geometric ideas such as measurement formulas, using geoboards and graph paper 	
<p>4D. Represent numerical relationships in one- and two-dimensional graphs.</p> <p>May include:</p> <ul style="list-style-type: none"> • Use a number line graph to represent the solution of a problem with one unknown • Use two-dimensional graphs including the coordinate plane, to represent the solution of a problem. 	B.8, B.10
<p>4E. Use variables to represent relationships.</p> <p>May include:</p> <ul style="list-style-type: none"> • Use variables and appropriate operations to write an expression, equation, inequality, or system of equations or inequalities that represent a verbal description (three less than a number, half as large as area A) • Interpret, demonstrate understanding, and use variables in expressions, formulas, equations and properties. 	B.1, B.2, B.5
<p>4F. Use concrete materials and diagrams to describe the operation of real-world processes and systems</p> <p>May include:</p> <ul style="list-style-type: none"> • Model situations geometrically to interpret, formulate and solve problems 	B.8, B.10, B.13
<p>4G. Develop and explore models that do and do not rely on chance</p> <p>May include:</p> <ul style="list-style-type: none"> • Construct an appropriate sample space (board games, spinners, dice, coins) • Explore the range of probabilities (certainties, possibilities, sometimes) • Consider the reliability of sampling procedures 	F.1, F.2, F.8, F.9

<p>4H. Investigate both two and three dimensional transformations</p> <p>May include:</p> <ul style="list-style-type: none"> • Recognize similarity and rotational and bilateral symmetry in two- and three- dimensional figures • Understand and use coordinate grids to plot simple figures and determine their image under simple transformations (translation, rotation, reflection) in the coordinate plane 	D.3
<p>4I. Use appropriate tools to represent and verify geometric relationships</p> <p>May Include:</p> <ul style="list-style-type: none"> • Using compasses, rulers, and protractors identify and construct basic elements of geometric figures (altitudes, midpoints, diagonals, angle bisectors and perpendicular bisectors; and central angles, radii, diameters, and chords of circles.) • Identify the properties of congruent and similar triangles • Identify corresponding sides in similar or congruent triangles • Verify that vertical angles have equal measure 	D.3, D.5, D.7, D.11, D.13
<p>4J. Develop procedures for basic geometric constructions.</p> <p>May include:</p> <ul style="list-style-type: none"> • Construct an angle with a given measure • Bisect an angle, using a compass and a straight edge • Construct the perpendicular bisector of a line segment 	D.5, D.7, D.13

KEY IDEA 5: MEASUREMENT

Students use measurement in both metric and English measure to provide a major link between the abstractions of mathematics and the real world in order to describe and compare objects and data.

NYS Performance Indicator	KIPP Standard
5A. Estimate, make, and use measurements in real world	E.1, E.7

<p>situations.</p> <p>May Include:</p> <ul style="list-style-type: none"> • Measure the distance of objects using scientific notation (shuttle from the Earth) • Solve distance problems in miles per hour. • Use measurement in everyday situations. • Make an appropriate estimate relating to size, quantity, temperature, capacity, and the passage of time. 	
<p>5B. Select appropriate standard and non-standard measurement tools to measure to a desired degree of accuracy</p> <p>May include:</p> <ul style="list-style-type: none"> • Understand the uses of units, square units, and cubic units • Find the measure of angles, using a protractor • Determine the degree of accuracy needed in measurement situations • Determine significant digits in measurement • Determine appropriate units of measure 	E.1
<p>5C. Develop measurement skills and informally derive and apply formulas in direct measurement activities</p> <p>May include:</p> <ul style="list-style-type: none"> • Know and apply formula for perimeter and area of polygons, volume of rectangular solids, circumference, and area of circles • Derive and use formulas for surface area of a solid, volume of right circular cylinders, spheres, cones, and pyramids • Understand length, area, and volume and make relationships between the measurements • Find the measure of the sides and angles of a right triangle, using the Pythagorean theorem and trigonometric ratios 	E.2, E.3, E.4, E.6
<p>5D. Use statistical methods and measures of central tendencies</p>	F.3, F.4, F.5, F.6, F.7

<p>to display, describe, and compare data</p> <p>May include:</p> <ul style="list-style-type: none"> • Interpret graphs, tables, scales, and charts by making comparisons and calculations • Use appropriate statistical measures to compare data • Determine which measures of central tendency (mean, median, mode) best represent the sets of data • Organize and display collected data, using appropriate tables, charts, or graphs including histogram, broken line, circle graphs, stem and leaf plots, and box and whisker plots 	
<p>5E. Explore and produce graphic representations of data.</p> <p>May include:</p> <ul style="list-style-type: none"> • Using graphing calculators and computer spreadsheets to organize and analyze data. • Construct histograms and frequency polygons 	F.6, F.7, F.9
<p>5F. Develop critical judgment for the reasonableness of measurement</p> <p>May include:</p> <ul style="list-style-type: none"> • Select, use, and explain a method for comparing weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g., miles per hour and feet per second, about how many inches in a given number sense) 	E.1, E.7

KEY IDEA 6: UNCERTAINTY	
<i>Students use ideas of uncertainty to illustrate that mathematics involves more than exactness when dealing with everyday situations.</i>	
NYS Performance Indicator	KIPP Standard
<p>6A. Use estimation to check the reasonableness of results obtained by computation, algorithms, or the use of technology.</p> <p>May include:</p> <ul style="list-style-type: none"> • Estimate the results of a problem prior to arriving at a solutions • Round whole numbers, decimals, and fractions 	H.5, H.12

<ul style="list-style-type: none"> Estimate the outcomes of problems/experiments, complete the task, and compare the results with the prediction 	
<p>6B. Use estimation to solve problems for which exact answers are inappropriate.</p> <p>May include:</p> <ul style="list-style-type: none"> Recognize when an estimate is appropriate 	H.5
<p>6C. Estimate the probability of events.</p> <p>May include:</p> <ul style="list-style-type: none"> Understand that the larger a well-chosen sample is, the more likely it is to represent the whole, and that there are many ways of choosing a sample that can make it <i>unrepresentative of the whole</i> Combinations of permutations Conduct and predict outcomes of experiments and independent events Understand the terms relative frequency, cumulative frequency, and cumulative relative frequency 	F.1, F.2, F.8, F.9
<p>6D. Use simulation techniques to estimate probabilities</p> <p>May include:</p> <ul style="list-style-type: none"> Conduct a variety of simulations to represent an experiment that can not be determined by theoretical probability or is not practical to determine experimentally 	F.2
<p>6E. Determine probabilities of independent and mutually exclusive events</p> <p>May include:</p> <ul style="list-style-type: none"> Understand and use empirical and theoretical probability, using the formula $P(E) = f / n$ Develop and explore combinations and permutations Express probabilities as fractions, percents, or decimals Predict the results of a series of trials once the probability for one trial is known 	F.1, F.7, F.8

KEY IDEA 7: PATTERNS/FUNCTIONS	
<i>Students use patterns and functions to develop mathematical power, appreciate the true beauty of mathematics, and construct generalizations that describe patterns simply and efficiently.</i>	
NYS Performance Indicator	KIPP Standard
<p>7A. Recognize, describe and generalize a wide variety of patterns and functions.</p> <p>May include:</p> <ul style="list-style-type: none"> • Identify, describe, represent, extend, and create patterns (numerical and geometric.) • Describe functions and generalize by the use of rules and algebraic expressions 	B.1, C.1, C.3
<p>7B. Describe and represent patterns and functional relationships, using tables, charts, graphs, algebraic expressions, rules, and verbal descriptions</p> <p>May include:</p> <ul style="list-style-type: none"> • Describe and represent numerical and geometric patterns and functions using equations, graphs, and tables. • Organize and analyze data resulting in functions applications through use of table of values, sentence, formula, graph, and prediction 	C.4, C.5, C.6, C.11, C.13
<p>7C. Develop methods to solve basic linear and quadratic equations</p> <p>May include:</p> <ul style="list-style-type: none"> • Solve multi-step equations in one variable • Solve one- and two-step equations • Use five basic properties of equality in solving equations with one variable. • Understand the addition, subtraction, multiplication, and division properties as they pertain to problem-solving situations with inequalities. • Model and solve multi-step problems involving rate, average speed, distance and time, or direct variation • Use algebraic expression, equations, and inequalities to 	B.1, B.2, B.3, B.4, B.5, B.6, B.9, B.10, B.11, B.12, C.17, C.18, C.19, C.20

<p>model linear and nonlinear situations, including direct and inverse variation, exponential growth, and quadratic behavior</p> <ul style="list-style-type: none"> • Fundamental ideas of the quadratic equation and its graph. Students should know that linear situations, which "grow by adding," versus, for example, exponential situations, which "grow by multiplying," and recognize these characteristics in tables, graphs, equations, and situations. 	
<p>7D. Develop an understanding of functions and functional relationships: that a change in one quantity (variable) results in a change in another</p> <p>May include:</p> <ul style="list-style-type: none"> • Examine a situation and determine if the quantities vary directly or indirectly, and represent that variation graphically, in a table, and in an equation. • Use a variety of representations to describe a functional relationship. • Identify the input and output in a relationship between two variables and determine whether the relationship is a function. • Identify and justify proportional relationships. 	<p>C.1, C.2, C.3, C.7, C.8, C.9, C.10, C.12, C.14</p>
<p>7E. Verify the results of substituting variables.</p> <p>May include:</p> <ul style="list-style-type: none"> • Solve an equation and check the solution set by substitution. • Understand that an equation containing a variable may be true for just one value of the variable. 	<p>B.2, B.3, B.4</p>
<p>7F. Apply the concept of similarity in relevant situations</p> <p>May include:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of congruence between two geometric figures and what congruence means about the relationships between the sides and angles of the two figures. • Understand the difference between similarity and 	<p>D.11, D.12</p>

<p>congruence</p> <ul style="list-style-type: none"> Identify similar and congruent triangles and other polygons and their corresponding parts. 	
<p>7G. Use properties of polygons to classify them</p> <p>May include:</p> <ul style="list-style-type: none"> Apply the relationship between the interior and exterior angles of a polygon Use the sum of the number of degrees of measure of triangles, quadrilaterals, hexagons, etc. to solve problems Classify triangles according to angle size and/or length of sides. 	D.2, D.4
<p>7H. Explore relationships involving points, lines, angles, and planes.</p> <p>May include:</p> <ul style="list-style-type: none"> Understand and use proper terminology, symbols, definitions, and formulas for undefined and defined terms. Name, define, and measure angles and angle pairs such as complimentary, supplementary, alternate interior and exterior, and vertical angles. 	D.2, D.4, D.7
<p>7I. Develop and apply the Pythagorean principle in the solution of problems.</p> <p>May include:</p> <ul style="list-style-type: none"> Use the Pythagorean theorem in the solution of problems (include rational and irrational numbers.) 	D.8
<p>7J. Explore and develop basic concepts of right triangle trigonometry.</p> <p>May include:</p> <ul style="list-style-type: none"> Understand the relationships of the sides of a right triangle. Explore and develop the concept that corresponding angles of similar triangles have the same measure. Develop and apply the formulas for sine, cosine, and tangent. 	D.8, D.9

7K. Use patterns and functions to represent and solve problems.	B.1, B.2, C.1, C.2, C.3
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May include:

- Use patterns and functions to solve problems.

KIPP Science Framework

Rationale

KIPP students will learn science by doing science rather than merely reading about it in a textbook. Using inquiry methodologies leading towards increasingly complex scientific investigation and ultimately experimentation, KIPP students learn to emulate the process of asking questions and probing for solutions that expert scientists themselves employ.

The curriculum will rely heavily on Delta Science Modules (DSM) II developed by the Livermore Science Center at the University of California; Berkeley, and distributed by Delta Education. Each of these units revolves around student inquiry in one of the three major scientific disciplines above and frequently requires interdisciplinary explorations and understandings. Fuller unit descriptions and objectives appear in unit planning documents.

Strands

The KIPP Academy curriculum expands in depth along with students' developmental growth and involves three broad scientific strands—**Inquiry, Content, and Human Context**—that interweave throughout the middle school science experience as follows:

1. INQUIRY

Each student will engage with the natural world through:

A. Scientific Thinking

Each student will investigate and solve scientific problems through thoughtful questioning and reasoning strategies linked to conceptual understandings and knowledge.

B. Scientific Investigations

Each student will conduct full and partial inquiries during each year that include posing questions, use of resources (people, print, electronic), experimental design, and production and analysis of data. Each will student will also learn the appropriate scientific tools and technologies, such a balance beam or a microscope, to conduct investigations more easily and reliably.

C. Scientific Communication

Each student will share findings in oral and written reports, employ graphic, pictorial and/or narrative displays to represent data and conclusions, and learn to receive and incorporate feedback.

2. CONTENT

Each student will acquire the knowledge base of science while also developing a context to approach the explosion of scientific information that has occurred during the past century. Each student will be exposed to the learning of all science disciplines (Life Science, Earth & Space Science, and Physical Science) in each grade, learning fundamental principles that underlie the distinct disciplines but also appreciating their connections through interdisciplinary studies.

3. HUMAN CONTEXT

Each student will appreciate the relevance of science to his or her individual life and to humankind. Science connections will be made throughout with personal and social perspectives, a view towards the designed world (technology and applied science), and an appreciation of the history and nature of the scientific enterprise. This strand is augmented as each student interacts with people who work in the world of science (e.g., scientists, technologists, health care professionals) and through visits to scientific settings.

GRADE FIVE

1. INQUIRY

Scientific Thinking

- combine data and knowledge gained from an investigation to reach a conclusion or make a prediction
- differentiate questions that can be answered through direct investigations and those that cannot

Scientific Investigations

- observe, measure, collect, record data from experiments
- report data quantitatively in many of their investigations

Scientific Communication

- describe patterns and relationships
- make straight-forward predictions
- offer reasons for their findings and consider reasons suggested by others

2. CONTENT

Life Science	Earth and Space Science	Physical Science
1. Pollution	3. Erosion	5. Simple Machines
2. Pond Life	4. Rocks and Minerals	6. Color and Light

a) Pollution

Students start from the ground up, learning about litter and landfills. They sort schoolyard trash and calculate how quickly a classroom would fill with waste paper. They practice one way to recycle, and brainstorm others. Next, they observe particulate matter in air and consider the implications. They create a filtration system, examine water pollutants, and try to clean an oil spill. After testing the hardness, alkalinity, and acidity of water samples, students observe the effects of acid rain. Finally, they define noise pollution based on opinion surveys and noise level tests.

b) Pond Life

Classroom aquariums simulate freshwater pond ecosystems in this observation-oriented unit. Students learn how, when, and where to look at organisms interacting with one another and with their environment. Just as important, they develop the ability to interpret what they see. With different magnifying lenses, students study microscopic pond organisms in their aquariums and in a hay infusion. Then they examine the structure and behavior of several macroscopic organisms, including the food chains that connect them. Separate activities on snails, fish, and duckweed help students identify their adaptive features and responses to environmental stimuli. Finally they pose an original question, propose a hypothesis, and experiment to find the answer.

c) Erosion

The Earth's crust is constantly changing due to the process of weathering. Erosion, students observe throughout this unit, is the carrying away of the weathered material by water or wind. Students build stream tables and adjust the inclination to propel the erosion process. They simulate flood conditions to determine the permeability and erosion resistance of different soils. They test planted versus unplanted soils as erosion-busters. Stream tables become beaches and students build breakwaters to reduce shoreline erosion. They study river sediment samples to better understand how moving water deposits streambed objects. Finally, they investigate the massive impact of glacial erosion.

d) Rocks and Minerals

From castle walls to classroom chalk, the uses of rocks and minerals are far-reaching and fantastic. Your class builds a unit-long list of such uses, and along the way investigates assorted stony specimens. Students begin by creating rocks embedded with fossils and growing salt crystals to model minerals. Then they practice geology by performing four standard field tests on ten different samples: testing luster, hardness, and true color and for the presence of calcium carbonate. The collected data show the distinguishing properties of each type and help students become expert identifiers. Students also explore the three ways rocks are made and infer the origins of the kit specimens. As on-site geologists, they collect samples and test findings in the field.

e) Simple Machines

By measuring force as they lift, push, and pull loads, your class will determine the mathematical relationship between force and work. Students build and/or operate classroom versions of the six simple machines-levers, wheel and axle, pulley, inclined plane, wedge, and screw. They investigate how (and how much) each one makes work easier by magnifying, modifying, transferring, or changing the direction of the applied force. By calculating such factors as gear ratios and the negative effects of friction, students discover the tradeoff between force and distance. Students even identify and explore some household simple machines to find out what makes simple machines simply indispensable.

f) Color and Light

Students use prisms to investigate the full range of colors in white light, called the visible spectrum. They experiment with subtractive color mixing and discover the significance of the primary pigments. Students separate pigments with paper chromatography, then combine colors by blending filtered light beams. Experiences with both subtractive and additive mixing help students understand the role of the eyes and brain in perceiving color. That understanding is extended as students identify the dot patterns in printed pictures, and manipulate color filters to make colors disappear. Students also explore afterimages and phantom images, turn two-dimensional drawings 3-D, and demonstrate persistence of vision

3. HUMAN CONTEXT

1. Humans effect change in the environments in which they live.
2. Internal and external processes of the earth systems can cause natural hazards for humans and other organisms.
3. Human beings have made tools and machines to do things that they could not do at all, or as quickly, or as well.

GRADE SIX

1. INQUIRY

Scientific Thinking

- clarify questions and inquiries, directing them to phenomena that can be described, explained or predicted in an investigation

Scientific Investigations

- conduct an investigation that involves posing a question, designing and performing the experiment, and use of data

Scientific Communication

- locate information from reference books, newspapers, magazines, computer resources

2. CONTENT

Life Science	Earth and Space Science	Physical Science
1. Fungi	3. Oceans	6. Flight and Rocketry
2. You and Your Body	4. Solar Energy	7. Electromagnetism
	5. Weather Forecasting	8. Lenses and Mirrors

a) Fungi

Students compare various fungi with plants by extracting pigments to test for chlorophyll. They discover that fungi, with no seeds, roots, stems, leaves, or flowers, are in a class (actually, a kingdom) by themselves. They dissect mushrooms to investigate spore reproduction. Students also grow mold gardens in different cultures to test fungicides. Many activities focus on the one-celled fungi, yeast. Students observe yeast growth, budding, and fermentation (and yeast at work in pretzel dough) while controlling food and temperature variables. Based on the activities and research, students debate the benefits and hazards of fungi.

b) You and Your Body

First your class will examine the skeletal system, identifying major bones and joints. Next they replicate the arm's muscle coordination and measure reaction time. They model the pumping action of the heart, calculate lung capacity, and investigate respiration. They find out why we have different types of teeth, and

how to keep them healthy. Skin is exposed as a versatile body part, not only cooling and protecting, but also sensing our environment. Students discover how the five senses work to perceive and evaluate incoming information. Finally, because the body runs on fuel, students test foods for nutrient content and practice reading nutrition labels

c) Oceans

Discover why Earth is called the "water planet." Explore the sea, its composition and properties. Create simple hydrometers to measure the density of saltwater samples.

d) Solar Energy

The assignment: harness the energy of the sun to power a motor and purify water. First students discover the concept of energy transfer from a source (the sun) to a receiver (solar collector). Then, in a series of heat exchange experiments, they test the variables that affect energy retention: covers, colors, water levels, exposure times, angles of presentation, types of solution, and uses of reflectors. They also convert solar to electrical energy and control the speed of their solar-powered motors. In other activities, teams investigate insulation and build an apparatus that distills water.

e) Weather Forecasting

In twelve hands-on activities, students discover the importance of accurate weather forecasting and record-keeping, and how to do both. Student partners build weather stations that are the headquarters of their unit work. Reading by reading, they fill the station with temperature, rainfall, and wind data. Then they add barometric pressure and relate it to weather conditions. After plotting fronts and other large-scale factors, students differentiate cloud formations and learn the weather they bring. Students search weather folklore for grains of truth. With the help of videos they delve into severe weather-hurricanes and tornadoes-for which forecasting is especially valuable.

f) Flight and Rocketry

To understand the fundamentals of flight, students must first grasp the properties of air, especially that air exerts pressure. They assemble a hangar-full of flying

machines. Parachutes, kites, and hot-air balloons demonstrate air resistance, wind and angle, and lighter-than-air flight. Paper airplane trials prove that shape determines flight path and duration. Next, students discover how the airfoil design of both fixed wings and helicopter rotors creates lift. They construct propeller-driven and jet vehicles to explore plane power, and they learn to control flight by adding ailerons, elevators, and rudders to gliders. Students cap off the unit by building and launching fuel-powered model rockets.

g) Electromagnetism

Electrons on a path produce electric current; electrons at poles produce magnetism. It only makes sense that the two phenomena are connected—and they are, in Electromagnetism. Students investigate them one at a time, first exploring the properties of magnetism: magnetic interaction, magnetic fields, polarity, attraction and repulsion of unlike and like poles, and the cumulative strength of multiple magnets. Compass needle deflections indicate to students that, like a magnet, an electric current creates a magnetic field, and the connection is made. Students construct an electromagnet and two useful electromagnetic devices: a telegraph and a buzzer. Then they make simple and complex motors, observing how electromagnetic and magnetic fields interact to produce rotation.

h) Lenses and Mirrors

By creating such devices as pinhole viewers and mirror mazes, your students manipulate images and shed light on the otherwise mysterious concepts of reflection and refraction. Students experiment with a variety of mirrors and lenses—flat, hinged, concave, and convex. They test hypotheses about the size, position, and orientation of images, and even whether the images are real or virtual. As a practical application, students investigate the ultimate optical instrument, the human eye, and test one another's eyesight.

3. HUMAN CONTEXT

1. The human body is a complex system of interrelated parts and processes.
2. Resources are things we obtain from the living and non-living environment for our use, and the supply of many resources, such as fresh water, is limited..

3. Applying scientific principles through technology expands the ability of people to change the world.

GRADE SEVEN

1. INQUIRY

Scientific Thinking

- apply multiple lines of inquiry to address and analyze a question

Scientific Investigations

- conduct different experiments on the same topic to demonstrate multiple lines of reasoning

Scientific Communication

- summarize the results of an experiment to share with others

2. CONTENT

Life Science	Earth and Space Science	Physical Science
1. DNA	3. Earth Processes	4. Chemical Interactions
2. Plants in Our World		

a) DNA

Modeling activities combine with microslide images to help students decipher the codes of life. Students trace the characteristics of their own features to proteins, and then even further to the genetic material inside the nucleus in every cell in their bodies. Students identify cell structures and functions, and the chromosomes and genes that determine unique traits. Using base-pair models of double-helix DNA molecules, they explore DNA replication and DNA transcription to messenger RNA. They investigate how and where mutations can occur, and compare human cells to bacteria and virus cells. Then the perspective changes, and students consider some cutting-edge applications of biotechnology: genetic engineering, DNA fingerprinting, and the Human Genome Project.

b) Plants in Our World

From corn to cotton to cork, plant products are varied and valuable. This unit invites students to investigate Plants in Our World from the roots up. First they focus on the tissue system that transports water and nutrients within the plant. Next, controlled experiments with seedlings confirm that plants need light and water. Students use three chemical indicators as they test plants for carbon dioxide, starch, and chlorophyll. Through these investigations, they determine how plants

give off and take in gases, and produce and store food. Students express their findings in equations for respiration, transpiration, and photosynthesis. To close, students compile a comprehensive list of the ways people use plants and plant-based materials.

c) Earth Processes

Earth Processes begins and ends with two important, related geological theories: continental drift and plate tectonics. In a total of fourteen hands-on activities, students examine the evidence supporting these explanations of the Earth's dynamic landforms. As a foundation, students construct a layered Earth replica that demonstrates our planet's structure. Next students replicate the formation of the three types of rock and discover how heating, cooling, compression, and weathering create a perpetual rock cycle. Then they explore, map, and measure the forces that result in earthquakes, volcanic eruptions, and mountain-building. They model the explosive events that make plate margins, especially the Pacific Rim's Ring of Fire, the most volatile area on Earth.

d) Chemical Interactions

Activity sheets become lab reports as young chemists hypothesize, test, record, and draw conclusions about the nature of matter. In this chemistry primer, students calculate liquid densities and apply filtration and evaporation to suspensions and solutions. They measure gas volumes and pressures to invent Boyle's law. They investigate atomic structure and learn to read the Periodic Table. With three-dimensional models and corresponding chemical equations, students explore the covalent and ionic molecular bonds of compounds, including double bonds of fats. Then they conduct three experiments: a neutralization reaction between bases and acids, an oxidation reaction that produces rust, and a double replacement reaction to form a precipitate.

3. HUMAN CONTEXT

1. Some substances are helpful to the body and its functions and others are dangerous.
2. Human activity increases the amount and variety of chemicals in the earth's atmosphere and also the land and seas; this may change the capacity of the environment to support life forms.

GRADE EIGHT

1. INQUIRY

Scientific Thinking

- identify the variables that will alter the results of an investigation
 - know that different explanations may be given for the same evidence
- interpret information from charts, diagrams and graphs

Scientific Investigations

- design experiments with some understanding of variables and controls

Scientific Communication

- differentiate explanation of scientific phenomena from straightforward description

2. CONTENT

Life Science	Earth and Space Science	Physical Science
	1. Astronomy 2. Earth Moon and Sun	3. Electrical Connections 4. Newton's Toy Box

a) Astronomy

Students use a set of twelve SkyCaps—a tool created by Dr. Carolyn Sumners of the Houston Museum of Natural History—to experience observational astronomy in the classroom. Experimenting with the SkyCaps and other kit tools, students discover how Earth's motion relates to day and night, the annual seasons, and the predictably changing night sky. They reproduce constellation patterns and build a three-dimensional model to explore stellar distances and magnitudes. Color transparencies from Hubble images and Shuttle training programs support student investigation of the life cycles of stars, the shapes of galaxies, and the size of the universe. Students also build instruments to experience celestial navigation.

b) Earth, Moon, and Sun

This unit helps students distinguish between the apparent motions of Sun and Moon versus the actual motion of Earth. In Solar and Lunar Journals, students record daily observations about time and position of sunrise and sunset, moon

shape, daytime visibility, and elevation. Their data point to interactions among the Earth, Sun, and Moon that explain day and night, seasons, moon phases, length of day, tides, and more. Scale models of the Solar System dramatize its massive distances and its planets' relative sizes. The final activity puts students on board famous ocean voyages, relying on celestial navigation to stay on course.

c) Electrical Connections

After detecting static charges with electroscopes, students differentiate between static and current electricity. The rest of the unit focuses on the transfer of electrical energy by electric current. Students build, operate, and analyze circuits, becoming skilled in assembling bulbs, batteries, wires, and switches. They explore the concepts of energy sources, receivers, and converters. Student-built galvanometers detect the presence, direction, comparative amount, and conservation of current in series and parallel circuits. Students also experiment with factors, like resistance, that influence current, and convert electrical to kinetic energy to operate a motor. The final current activities focus on three-way and dimmer switches.

d) Newton's Toy Box

In Newton's Toy Box, students experiment freely with familiar toys and objects. As they explain their observations, they prove Newton's three laws of motion. The path of a tossed basketball, the flip of a grasshopper toy, and the endless swing of clackers reinforce the concepts of inertia, gravity, acceleration, mass, force, and momentum. Students engage in races, games, and challenges that emphasize the laws of motion which govern everyday tasks and cosmic interactions. The kit includes a video of real astronauts in space using some of the same toys. Students use the video to compare the behavior of the toys on Earth with their behavior in a microgravity environment. By dealing with scaled-down applications, middle school students master these laws and the vocabulary of physics with confidence.

3. HUMAN CONTEXT

1. People continue to invent new ways of doing things, and sometimes the effects of these inventions are good and sometimes bad but almost always unpredictable at the time of invention.

2. Some changes in the environment caused by humans are good, some are bad, and some are neither good nor bad.

KIPP Index Standards

Science

A. SCIENTIFIC INQUIRY

1. structure questions that can be answered through scientific investigations
2. clarify ideas that guide and influence the inquiry
3. design and conduct controlled scientific investigations to test hypotheses
4. evaluate the accuracy and reproducibility of data
5. collect and record information using tools, including microscopes, balances, binoculars, meter sticks, graduated cylinders, weather instruments, hand lenses, timing devices, telescopes, spring scales, thermometers, ohm meters, computers and calculators
6. apply safe procedures to manipulate materials, equipment, and technologies
7. control and manipulate variables
8. use mathematics to gather, organize, and present data, including using percent, averages, range, frequency, quantitative statements, graphs, tables and charts to identify patterns in collected information
9. make reasonable inferences and predictions from direct and indirect evidence
10. develop models in order to think about processes that occur too quickly or too slowly to observe directly (e.g. chemical reactions); or to represent scales that are too large or small to be seen (e.g. solar system, atomic structure)
11. think critically and logically to bridge the relationships among hypothesis, science concepts, tests conducted, data collected, and conclusions drawn from the scientific evidence
12. recognize and evaluate alternative explanations; know that different explanations may be given for the same body of evidence
13. communicate the steps and results from an investigation in written reports and verbal presentations
14. locate information in print media (reference books, journals, newspapers) and electronic media (CD's, on-line references, web pages)

15. understand how technologies have changed and continue to affect how people live, and the impact they have on their local and global environments.

B. FOCUS ON LIFE SCIENCE

1. CELL BIOLOGY

1. know all living things are composed of cells, from just one to many trillions, whose details usually are visible only through a microscope.
2. identify characteristics that distinguish plant cells from animal cells, including chloroplasts and cell walls.
3. know that plants use sunlight to make their food; animals consume food to obtain energy.
4. know that fundamental life processes of plants and animals depend on a variety of chemical reactions that are carried out in specialized areas of the organism's cells (i.e., role of semi-permeable membranes, nucleus, cytoplasm, enzymes, prokaryotic and eukaryotic cells, endoplasmic reticulum and Golgi apparatus, mitochondria, chloroplasts)
5. know that respiration drives the physiological processes of living cells and that photosynthesis drives the physiological processes of living plant cells
6. understand the processes of mitosis and meiosis
7. understand that in complex organisms, groups of cells form tissues, tissues with similar functions form organs, and that organs work together in a system
8. understand principles of chemistry underlying the functioning of biological systems including carbon's central role in living organisms and the role of other molecules consisting of hydrogen, nitrogen, oxygen, phosphorus and sulfur
9. know that about 70 percent of the weight of cells is accounted for by water, which gives cells many of their properties.
10. explain how and why we classify living things (kingdom, phylum, class, order, family, genus, species, variety; classify living things into six kingdoms)

2. COMPLEMENTARY NATURE OF THE STRUCTURE AND FUNCTION OF LIVING ORGANISMS

1. know that plants and animals have levels of organization for structure and function, including cells, tissues, organs, organ systems, and the whole organism
2. know how bones and muscles work together to provide a structural framework for movement much like how levers confer mechanical advantage

3. compare joints in the body (wrist, shoulder, thigh) with structures used in machines and simple devices (hinge, ball-and-socket, and sliding joints).
4. relate the structures of sense organs (including the eye and ear) to their functions.
5. know structures and related functions of systems in plants and animals, such as reproductive, respiratory, circulatory, digestive, and waste disposal systems and the concept of homeostasis
6. identify a variety of mechanisms to combat disease (skin, antibodies, vaccinations, antibiotics), differences between bacteria and viruses, and why an individual with a compromised immune system (e.g., AIDS) may be unable to fight off infections
7. know that the behavior of animals is affected by both inheritance and experiences

3. LIFE CYCLES, REPRODUCTION, AND EVOLUTION

1. compare the life cycles and reproduction of sexual and asexual organisms
2. know that sexual reproduction produces offspring that typically contain half of their genes from each parent.
3. explain the basics of inheritance, including the reason for similarity and variation within a species, that an inherited trait can be determined by one or by many genes, and that DNA is the genetic material of living organisms, and is located in the chromosomes of each cell
4. know that plant and animal cells contain many thousands of different genes and typically have two copies (or alleles) of the gene that may or may not be identical and one may be dominant in determining the phenotype while the other is recessive
5. explain how genetic variation and environmental forces act to cause evolution and diversity of organisms in a population
6. know how evidence from the fossil record, comparative anatomy, and DNA sequences can be used to support the theory that life gradually evolved on Earth over billions of years
7. explain the reasoning used by Darwin in his conclusions that natural selection is the mechanism of evolution.

8. know how to construct a simple branching diagram (cladogram) to classify several living groups of organisms by shared derived characteristics, and that a branching diagram can be expanded to include fossil organisms
9. know the external characteristics and adaptations of plants and animals, some of the fundamental principles of physiology, and how adaptation and accommodation relate to the survival and fitness of the organism, including the concept of extinction

4. ECOSYSTEMS

1. understand the basic needs of all living organisms to live and grow (e.g., food, water, and space) and provide examples of diverse life forms in different environments (oceans, deserts, tundra, forests, grasslands, and wetlands)
2. know that biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats
3. identify the biotic and abiotic components of various biomes
4. know that stability in an ecosystem is a balance between competing effects
5. know how to analyze changes in an ecosystem as a result of changes in climate, human activity, or introduction of non-native species
6. describe ways in which organisms interact with each other (coexistence, cooperation, competition; predator/prey, producer/consumer, parasite/host)
7. describe the relationship between the number and types of organisms an ecosystem can support and available resources and abiotic factors, such as quantity of light and water, range of temperatures, and soil composition
8. know populations of organisms can be categorized by the functions they serve in an ecosystem and different kinds of organisms may play similar ecological roles in similar biomes
9. identify the resources available in an ecosystem, whether they are renewable or nonrenewable and the environmental factors that support or degrade the ecosystem, including human impacts
10. illustrate the flow of energy and matter through an ecosystem from sunlight to photosynthesis to food chains and food webs on land and in water (including primary producers, consumers, and decomposers)

11. demonstrate understanding that resources differ in their amounts, distribution, usefulness, and time required for their formation (air, soil, rocks, minerals, petroleum, fresh water, forests)
12. determine the utility of energy sources by factors that are involved in converting these sources to effective forms and the consequences of the conversion process

C. FOCUS ON EARTH SCIENCE

1. STRUCTURE AND COMPOSITION OF THE EARTH

1. describe layers of the Earth (crust, lithosphere, mantle, and core)
2. explain how phenomena on the Earth's surface are affected by the transfer of energy through radiation and convection currents
3. know that Earth processes today are similar to those that occurred in the past and slow geologic processes have large cumulative effects over long periods of time
4. explain why volcanoes and earthquakes occur, describe their mechanisms and effects on the surroundings, including the atmosphere and the creation of mountains and ocean basins
5. know the commonly cited evidence supporting the theory of plate tectonics, including continental drift and seafloor spreading
6. 1-13) describe the effects of plate tectonic motion over time on climate, geography, and distribution of organisms, as well as more general changes on the Earth
7. understand the concept of "geologic time" (evidence from geologic layers and radioactive dating indicate the Earth is approximately 4.6 billion years old, and that life has existed for more than 3 billion years) and the role of fossils in providing important evidence of how life and environmental conditions have changed, including the extinction of plant and animal life
8. explain how waves, wind, water, and ice shape and reshape the Earth's land surface
9. explain chemical and physical weathering, erosion, deposition, and other rock forming and soil changing processes
10. explain the significance of the rock cycle, various processes of rock formation, and the characteristics of rocks formed by each process
11. understand that the Earth has renewable resources (fresh water, air, soil, trees) are limited and must be taken care of for future availability and use

2. EARTH'S ATMOSPHERE

1. identify the layers of the atmosphere (troposphere, stratosphere, mesosphere, ionosphere)
2. know how barometers, weather maps, and weather satellites are used to forecast weather (humidity, temperature, wind speed and direction, atmospheric pressure, precipitation)
3. know the difference between weather and climate (daily changes vs. weather trends that are longer than the cycle of the seasons)
4. explain the role of the water cycle in weather (evaporation, condensation, clouds, precipitation)

3. EARTH'S WATER

1. compare the characteristics of bodies of water, such as rivers, lakes, oceans, and estuaries
2. identify characteristics of ocean water, describe the diversity of ocean life (from planktons to whales) and dangers to ocean life (overfishing, pollution, oil spills)
3. describe tides and explain the mechanisms causing and modifying them, such as the gravitational attraction of the moon, sun, and coastal topography
4. understand how water on Earth cycles between the oceans and land through the processes of evaporation and condensation and that the amount of fresh water is limited and its availability can be extended through recycling and decreased use
5. explain the impact of floods, droughts, irrigation, and industrialization on a watershed
6. know that water running downhill is a dominant process in shaping the landscape and rivers and streams are dynamic systems that erode and transport sediment, change their course, and flood their banks in natural and recurring patterns

4. SOLAR SYSTEM AND THE UNIVERSE

1. describe the appearance, composition, size, patterns of motion and relative position of objects in the solar system (sun, moon, terrestrial and gas giant planets, planetary satellites, comets and asteroids)

2. name and describe bodies in the universe including the sun, stars, planets and galaxies and the differences and similarities amongst them
3. understand the relationship between gravity and planetary orbits; know that gravitational force pulls everything on or near the Earth's surface towards its center
4. determine the effects of the Earth's rotation, revolution, and tilt on the climate and seasons
5. explain time zones in terms of longitude and the rotation of the Earth, and understand the reasons for changes in the observed position of the sun and moon in the sky during the course of the day and from season to season
6. understand the composition of the sun (hydrogen and helium), that it is the major source of energy for phenomena on the Earth's surface, such as powering winds, ocean currents and the water cycle and that solar energy reaches Earth through radiation, some in the form of visible light
7. measure distances of the sun and stars from Earth through the use of astronomical units and light years

D. FOCUS ON PHYSICAL SCIENCE

1. PRINCIPLES OF MOTION AND ENERGY

1. describe an object's motion based on position, displacement, speed, velocity, and acceleration
2. solve problems involving distance, time, and average speed
3. describe the velocity of an object as one that has both direction and speed and know that changes in velocity can be changes in speed, in direction, or in both
4. know that forces (pushes and pulls), such as gravity, magnetism, and friction act on objects and may change their motion (speed up, slow down, or change direction) if these forces are not in balance
5. know that a force has both direction and magnitude, the greater the mass of an object the more force is needed to achieve the same change in motion, and when an object is subject to two or more forces at once the effect is the cumulative effect of all the forces
6. identify each of two (or more forces) acting on a single static object, including gravity, elastic forces due to tension or compression in matter, and friction
7. describe simple machines in which small forces are exerted over long distances to accomplish difficult tasks (e.g., using levers or pulleys to move or lift heavy objects, ways to reduce friction through lubricants and rollers)
8. know that total energy in a system is conserved but may be changed from one form to another and that in many processes energy is lost to the environment as heat
9. know that energy can be stored in a variety of ways and that both living organisms and machines convert stored energy into heat and motion
10. identify forms of kinetic and potential energy including solar, mechanical, chemical, electrical, magnetic, nuclear, heat, sound waves, light waves, and electromagnetic radiation
11. know about the principles of electricity and magnetism and how they are interrelated; know that electric currents and magnets can exert a force on each other
12. design and build simple electrical circuits and work with components such as wires, batteries and bulbs

13. know how heat is transferred by conduction, convection, and radiation (e.g., involving a stove, the Earth's mantle, or the sun)
14. know that heat moves in a predictable flow from warmer objects to cooler objects until all objects are at the same temperature.
15. describe sources of light including the sun, light bulbs, or excited atoms (e.g., neon in neon lights) and interactions of light with matter (e.g., vision and photosynthesis)
16. know and can apply the optical properties of waves, especially light and sound, including reflection (e.g., by a mirror) or refraction (e.g., bending light through a prism)
17. understand the properties of light and how light affects our perception of direction, shadow, and color

2. STRUCTURE OF MATTER

1. classify substances by their physical properties, including boiling/melting temperature, density, magnetism, solubility, malleability, heat and electrical conductivity, and whether they are elements, compounds or mixtures
2. know that matter can undergo physical changes (e.g., changes in state such as the melting, boiling, evaporation and freezing of water) and chemical changes (i.e., atoms in reactants rearrange to form products with new physical and chemical properties)
3. explain how the states (solid, liquid, gas) of matter depend on kinetic energy of the particles (in solids the atoms are closely locked in position and can only vibrate, in liquids the atoms and molecules are more loosely connected and can collide with and move past one another, while in gases the atoms or molecules are free to move independently, colliding frequently).
4. know that temperature is a measure of a substance's average kinetic energy.
5. know that chemical reactions are processes in which atoms are rearranged into different combinations of molecules; reactions usually liberate heat or absorb heat, and no matter how they are arranged, their total mass stays the same if the reaction occurs in a closed system (i.e., the idea of balanced chemical reactions, conservation of energy, and conservation of mass)
6. express what happens in a chemical reaction through formulas and equations

7. describe the structure of the atom and how it is composed of protons, neutrons and electrons
8. know the differences between molecules and atoms and that matter consists of atoms and molecules in various arrangements
9. describe the constituents of molecules and compounds, naming common elements and compounds (e.g., hydrogen, carbon, nitrogen, oxygen, iron; water, sodium chloride, carbon dioxide)
10. know that elements have distinct properties and atomic structure and that all matter is comprised of one or more of approximately 100 elements
11. explain how elements are organized on the Periodic Table on the basis of their electronic structure, resulting in both rows and columns (families, periods) of elements having like characteristics
12. know how to use the Periodic Table to determine whether an element is a metal, nonmetal, or inert gas and to predict physical and chemical properties of an element.
13. describe characteristics of solutions (such as acidic, basic, and neutral solutions) and know examples with different pH levels (soft drinks, liquid detergents, and water)

NEW YORK STATE STANDARDS – KIPP CURRICULUM CORRELATION

SCIENCE – GRADES 5 AND 6

<p>Standard 4 (from NYS Mathematics, Science and Technology)</p> <p>Students will understand and apply scientific concepts, principles, and themes pertaining to the physical setting and living environment and recognize the historical development of ideas in science.</p>
<p>PHYSICAL SETTING</p>
<p>Key Idea # 1 - The Earth and celestial phenomena can be described by principles of relative motion and perspective.</p>
<p>KIPP Standard C.4.1, C.4.3, C.4.4, C.4.5</p>
<p>Key Idea # 2 - Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.</p>
<p>KIPP Standard C.4.6</p>
<p>Key Idea # 3- Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.</p>
<p>KIPP Standard D.2.1, D.2.2, D.2.3, D.2.5</p>
<p>Key Idea # 4 - Energy exists in many forms, and when these forms change energy is conserved.</p>
<p>KIPP Standard D.2.8, D.2.9, D.2.10</p>
<p>Key Idea # 5 - Energy and matter interact through forces that result in changes in motion.</p>
<p>KIPP Standard D.2.3, D.2.6, D.2.11, D.2.15, D.2.16, D.2.17</p>

THE LIVING ENVIRONMENT	
Key Idea # 1	Living things are both similar to and different from each other and nonliving things.
KIPP Standard	B.1.1, B.1.2, B.1.3
Key Idea # 2	Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring.
KIPP Standard	B.3.3
Key Idea # 3	Individual organisms and species change over time.
KIPP Standard	B.3.1, B.3.2, B.3.7, B.3.9
Key Idea # 4	The continuity of life is sustained through reproduction and development.
KIPP Standard	B.3.1, B.3.2
Key Idea # 5	Organisms maintain a dynamic equilibrium that sustains life.
KIPP Standard	B.4.6, B.4.7, B.4.8
Key Idea # 6	Plants and animals depend on each other and their physical environment.
KIPP Standard	B.4.9
Key Idea # 7	Human decisions and activities have had a profound impact on the physical and living environment.
KIPP Standard	B.4.9

NEW YORK STATE STANDARDS – KIPP CURRICULUM CORRELATION
SCIENCE – GRADES 7 AND 8

<p>Standard 4 (from NYS Mathematics, Science and Technology)</p> <p>Students will understand and apply scientific concepts, principles, and themes pertaining to the physical setting and living environment and recognize the historical development of ideas in science.</p>
<p>PHYSICAL SETTING</p>
<p>Key Idea # 1 - The Earth and celestial phenomena can be described by principles of relative motion and perspective.</p>
<p>KIPP Standard C.4.1, C.4.2, C.4.3, C.4.4, C.4.5, C.4.6, C.4.7</p>
<p>Key Idea # 2 - Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.</p>
<p>KIPP Standard C.3.1, C.3.2, C.3.3, C.3.4, C.3.5, C.3.6</p>
<p>Key Idea # 3- Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.</p>
<p>KIPP Standard D.2.1, D.2.2, D.2.3, D.2.4, D.2.5, D.2.6, D.2.7, D.2.8, D.2.9, D.2.10, D.2.11, D.2.12, D.2.13</p>
<p>Key Idea # 4 - Energy exists in many forms, and when these forms change energy is conserved.</p>
<p>KIPP Standard D.1.10, D.1.11, D.1.12, D.1.13, D.1.14, D.1.15, D.1.16, D.1.17</p>
<p>Key Idea # 5 - Energy and matter interact through forces that result in changes in motion.</p>
<p>KIPP Standard D.1.10, D.1.11, D.1.12, D.1.13, D.1.14, D.1.15, D.1.16, D.1.17</p>

THE LIVING ENVIRONMENT

Key Idea # 1 - Living things are both similar to and different from each other and nonliving things.

KIPP Standard

B.3.3, B.3.4, B.3.5, B.3.6

Key Idea # 2 - Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring.

KIPP Standard

B.3.3, B.3.4, B.3.5, B.3.6

Key Idea # 3 - Individual organisms and species change over time.

KIPP Standard

B.3.3, B.3.4, B.3.5, B.3.6

Key Idea # 4 - The continuity of life is sustained through reproduction and development.

KIPP Standard

B.3.3, B.3.4, B.3.5, B.3.6

Key Idea # 5 - Organisms maintain a dynamic equilibrium that sustains life.

KIPP Standard

B.4.6, B.4.7, B.4.8, B.4.9, B.4.10, B.4.11, B.4.12

Key Idea # 6 - Plants and animals depend on each other and their physical environment.

KIPP Standard

B.4.6, B.4.7, B.4.8, B.4.9, B.4.10, B.4.11, B.4.12

Key Idea # 7 - Human decisions and activities have had a profound impact on the physical and living environment.

KIPP Standard

B.4.4, B.4.5, B.4.9

KIPP Social Studies Overview Grades 5 & 6

In Grade 5 KIPP students will study generally the history, geography, and culture of the United States, Canada, and Latin America.

Content (United States)

3. American Revolution
4. Constitution
5. Levels of Government
6. Early Presidents and Politics

Skills and Concepts

1. Chronological Thinking
 - understand time and be able to measure it in years, decades, and centuries
 - identify the time at which events occurred and the sequence in which they occurred from a time line
 - group historical events into broadly defined eras and periods; e.g. colonial America, the Age of Exploration, and the Civil War
2. Comprehension
 - read maps and understand their scales and directional indicators in order to acquire historical information
 - describe the past as if they were there and "put on the shoes of history"
 - interpret visual data of simple line graphs, pie graphs, and Venn diagrams
3. Analysis and Interpretation
 - identify the author's purpose or point of view in a brief narrative
 - explain how an historical event might have turned out differently
 - compare two sources which consider the same historical event and develop a fuller, composite understanding of that event which incorporates evidence from each source

4. Research Capabilities

- obtain and organize historical data from a variety of sources, including the school and community libraries and museums
- formulate a question for historical inquiry
- construct an historical explanation, story, or visual representation from collected evidence

In Grade 6, KIPP students will study the influences of ancient civilizations and Western Europe on modern Western Civilization. The course consists first of intensive study of the ancient civilizations of Mesopotamia, Egypt, Rome, Greece, and China. Next students will study eras of Western European history, and its influences on western thinking and government.

HISTORY

The fifth-grade history course moves the curriculum away from an introductory exposure to important people and places toward the systematic study of history in distinct chronological sequences and within discrete geographic boundaries. The first such course introduces the historical and cultural underpinnings of Western society, the source of the fundamental ideas and cultural currents, which shaped the United States as it is today. There is no intention to exclude global societies from such a systematic approach, but the best starting point for such a complex study of so many countries at so many points in time is the most familiar, gradually moving to more interdisciplinary history in grades seven and eight and two years of world history in high school. The content of the course itself considers the great civilizations of Mesopotamia, Egypt, China, Africa, India, the Greco-Roman world and moves through the primary epochs of European history, with a particular emphasis on the consideration of events and individuals in chronological order and the organization of this history into eras or periods.

Content

- 1) Early Man
- 2) Mesopotamia
- 3) Egypt

- 4) China
- 5) Africa
- 6) India
- 7) Ancient Greece
- 8) Ancient Rome
- 9) Judaism and Christianity
- 10) Medieval Europe
- 11) Renaissance
- 12) Reformation
- 13) English Civil War
- 14) Glorious Revolution
- 15) Enlightenment
- 16) French Revolution
- 17) Industrialism
- 18) Capitalism
- 19) Socialism

Skills and Concepts

1. Chronological Thinking
 - classify random groups of events by theme e.g. economic, social, political, and then create time lines for each theme
2. Comprehension
 - identify specific characteristics of a historical place and time that influenced the development of contemporary events and actions
 - plot the events of a narrative historical episode from a textbook on a map, e.g. the campaigns of a war, migration of a group
 - demonstrate historical perspective by identifying the values and outlooks which shaped the behavior of an individual in a particular historical event
3. Analysis and Interpretation
 - locate two accounts about an historical event which represent different interpretations of that event

- identify at least one cause for an historical event and one outcome of an historical event

4. Research Capabilities

formulate historical questions from a historical narrative in order to tell a story, or a history, about the document: who wrote it? when was it written? why was it written? how did the document make its way to the present.

5. Location

- relate the latitudinal location of each country or region under study to the Equator, the Tropics, and the Polar Circles; relate the longitudinal limits of each region to the Greenwich Meridian and the 180
- find the latitudinal and longitudinal extent of each country or region under study, the greatest north-south and east-west distances within the country, and its hemispheric location, east or west and north or south
- compare the relative locations of selected cities to note the geographic factors, location near water, resources, energy which influenced the location of the city

6. Place: Physical and Human Characteristics

- contrast the physical characteristics of each country or region
- contrast the human characteristics of each country or region
- illustrate and understanding of geographic change by tracing the evolution of the physical and human characteristics of a country or region over an extended period of time

KIPP Social Studies Overview

Grades 7 & 8

In grades 7 & 8, students will complete a two part intensive study of the geography, history, culture, and government of the United States of America.

Starting in 7th grade, the course begins around 1200 with the monumental civilizations of Central America, soldiers and empire-builders conquered in turn by Europeans, especially the Spanish. England eventually emerges victorious in a North American power struggle, only to lose her most precious colonies, save Canada, a few years later. The colonies in rebellion, now the United States, frame their own independent government and forge westward, southward, and all ways until they themselves quarrel over the relationship of the political parts to the whole. After a sobering Civil War, these states unite and grow into an industrial and political empire with growing influence in all quarters of the globe.

Content

- Meso-American civilizations
- European exploration and conquest
- Colonial life
- American Revolution
- Constitutional government
- Early Political Parties
- Westward Expansion and conflict with Native Americans
- Immigration
- Industrialization
- Civil War
- Reconstruction
- Urbanization
- Reform

Skills and Concepts

1. Chronological Thinking

- determine the onset, duration, and ending date of historical eras by interpreting timelines and the historical information they contain

- group events by broadly defined eras in the history of the nation or region under study
2. Comprehension
 - differentiate different historical genres: autobiographies, biographies, literary narratives, and historical narratives
 - read and interpret data presented in two-way and three-way tables and data retrieval charts
 3. Analysis and Interpretation
 - identify the central question(s) of an historical narrative and the purpose of perspective from which the narrative has been written
 - locate and compare two different interpretations of a single historical event
 - construct a causal analysis which takes into account at least two factors, which contributed to an historical event.
 4. Research Capabilities
 - formulate historical questions from a primary source in order to tell a story, or a history, about the document: Who wrote it? When was it written? Why was it written? How did the document make its way to the present?

GEOGRAPHY

The physical geography of the Americas is examined in considerable detail to help students better understand the migrations and adaptations of human populations from the Siberian Land Bridge forward.

Content

Physical geography of North and South America

Skills and Concepts

1. Location
 - identify the major reference points and reference systems used on maps and globes

- demonstrate how parallels of latitude can be used to determine east-west direction and how meridians of longitude can be used to determine north-south direction
 - prepare an inventory of significant local landmarks and analyze reasons for their locations
2. Place: Physical and Human Characteristics
- describe the physical and human characteristics of a major attraction in a locale, a state, a nation
 - diagram and map the physical and human characteristics of a neighborhood or a community
 - compare different and competing descriptions and representations of the same physical or human geographic feature
3. Relationships Within Places: Humans and Environments
- locate on a map the major resources of a state or a nation
 - examine a series of maps and explain how a community, state, or nation has changed in size over an extended time period
 - draw a maps which link an area where major resources are found to their markets
4. Movement: Humans Interacting on the Earth
- make a chart which categorizes human movement as daily, periodic, or seasonal and develop explanations and descriptions for each
 - using maps, compute distances between a locale and another, picking multiple routes between the two sites; repeat the process for other physical and human features
5. Regions: How They Form and Change
- distinguish between an industrial and a residential neighborhood in a community by comparing and contrasting their physical and human characteristics
 - differentiate among the major human and physical regions of a continent, especially North America

HISTORY

The course in grade 8 begins in 1890 and continues to the present day. United States, the growing global industrial giant of the Gilded Era, follows the European example and begins to build an empire of its own that includes Alaska and Hawaii. Once established globally, the United States becomes a reluctant entrant in World War I, fails to ratify the peace, and 'returns to isolation' until the Japanese attack on Pearl Harbor. Her military strength tested anew, the United States turns the tide of victory against the Axis in World War II and presides over the terms of peace and the rebuilding of Europe and Japan.

Beginning with the atomic strike on Hiroshima and continuing to the present, the second half of a two-year sequence in modern American and world history provides numerous opportunities for the detailed study of current events. Again, instruction in history and geography is roughly balanced. The United States, an emerging world power in the first half of the course, is now the undisputed world power engaged in a standoff, the Cold War, with the Soviet Union. As these two superpowers compete for position and alliances, the European empires of the nineteenth century dissolve during the postwar era and newly independent states join the United Nations from throughout the developing worlds of Africa and Asia. Warfare in Korea and Vietnam punctuates an era that draws to a close with the disintegration of the Russian "Evil Empire." The strength of the world's fledgling nations emerges as they align with former enemies and masters in a new global competition with economic, rather than military, stakes.

Content

- 1) Annexations and the Spanish-American War
- 2) Neutrality and the Road to World War I
- 3) Russian Revolution
- 4) Roaring Twenties
- 5) Great Depression
- 6) World War II
- 7) Decline of European colonialism in India, Africa, South Asia
- 8) Creation of People's Republic of China
- 9) Cold War: Korea and Vietnam; dissolution of Soviet Union
- 10) Middle East and the economics of oil

- 11) Civil Rights movement in the United States
- 12) End of apartheid in South Africa

Skills and Concepts

1. Chronological Thinking

- trace an event forward in time to arrive at its eventual outcome
- pick an historical event and move backward in time to discover its causes
- construct multi-tiered time lines entering information on multiple themes

2. Comprehension

- read and understand important primary sources
- write a journal entry as if alive during the time period in question
- use the art and literature of an era, e.g. the Harlem Renaissance to understand it more fully

3. Analysis and Interpretation

- demonstrate how the discovery/disclosure of new evidence changed historical understanding
- compare and contrast three first-hand accounts of the same event

4. Research Capabilities

- formulate questions to guide initial research
- use artifacts, art, oral histories, and film in a research project
- interpret data obtained from historical documents

KIPP Index Standards History-Social Science

A. Reasoning Skills

1. construct and interpret graphs and charts using historical data
2. place key events in chronological sequence
3. construct various timelines of key events, people, and periods of the historical era being studied and explain the relationships among them
4. frame questions that can be answered by historical study and research
5. know and use common terminology of history, geography, civics, and economics
6. describe the difference between a primary source document and a secondary source document and the relationships between them
7. understand the difference between primary and secondary sources and draw sound conclusions from them
8. examine different points of view on the same historical events and determine the context in which the statements were made, including the questions asked, the sources used, opinions versus facts, and the author's perspectives, philosophical assumptions, beliefs, or biases about a subject
9. recognize the difference between cause and effect and a mere sequence of historical events
10. recognize the different ramifications of historical and current events for people of varying ethnic, racial, and cultural backgrounds such as:
 - legacy of genocide from totalitarian regimes, including Stalin, Hitler, Mao, and Pol Pot;
 - how cultural norms influence different economic activities and rights of men and women in different regions;
 - the varied immediate and long-term responses by people under colonial rule;
 - the effect of WWII on bringing women and minorities into the US workforce
11. describe connections between historical events and current events

B. World History

1. describe the Ancient Civilizations of Egypt, Mesopotamia, India and China and their contributions to later civilizations, including:
 - the importance of river valleys to their development and specifically the Nile, Tigris and Euphrates, and the Huang
 - the forms of government they created, including the theocracies in Egypt and the dynasties in China
 - the religious traditions and how they shaped culture
 - impact of irrigation, agriculture, and the domestication of animals
 - the cultural and scientific contributions, including writing systems, calendars, and building of monuments such as the pyramids

2. describe the Aztecs, Mayas, and Mound Builders and their contributions to later civilizations, including:
 - their locations, landforms, and climate, and their effect on the economies and trade systems
 - their forms of government
 - roles of people in each society, including class structures and religious traditions
 - ways agriculture developed
 - the cultural and scientific contributions, including advances in astronomy, mathematics, and architecture; artistic and oral traditions; and development of writing systems and calendars

3. describe the development of the religions of Hinduism, Buddhism, Judaism, Christianity, and Islam, including:
 - the geographic origins and current distributions of each
 - the founding leaders and their teachings
 - the enduring impacts of their traditions, customs, and beliefs in today's world

4. describe the Ancient Greek and Roman Civilizations and their enduring impacts on later civilizations, including:

- the influence of the geography of the Mediterranean on the development and expansion of the civilizations
 - the development of concepts of government and citizenship, specifically democracy, republics, and codification of law
 - scientific and cultural advancements, including networks of roads, aqueducts, art and architecture, literature and theatre, mathematics, and philosophy
 - contributions and roles of key figures, including Alexander the Great, Cleopatra, Julius Caesar, Augustus, and great thinkers such as Socrates, Plato, Aristotle
 - debates by historians about the reasons for the decline and fall of the Roman Empire (outer forces vs. inner forces)
5. describe the characteristics of Medieval European life and its enduring impacts on later civilizations, including:
- the creation and expansion of the Byzantine empire and the reasons for the fall of Rome
 - the growth of towns
 - the new forms of government, feudalism, and the beginning of limited government with the Magna Carta, beginnings of representative government and trial by jury
 - the role of the Roman Catholic Church and its monasteries, including the effect on education and the arts
 - the Crusades, including how they helped to introduce Muslim ideas and products to Europe
 - the impact of the Black Plague, including how it contributed to an end to the feudal system
 - spread of Islam and the Holy Wars and role of Islamic scholars
 - contributions and roles of key figures (Charlemagne, Joan of Arc, and Marco Polo)
6. describe how the Renaissance and Reformation influenced education, art, religion, and government in Europe, including:
- the revival of classical learning and humanism
 - the commerce developed by the Italian city-states

- the development of Renaissance artistic and literary traditions (the works of Michelangelo, Leonardo da Vinci, and Shakespeare)
 - the impact of Gutenberg's invention of the printing press
 - the development of Protestantism through the ideas and actions of Martin Luther and John Calvin
 - religious conflicts and persecutions, including the Inquisition
 - conflicts between science and the church
 - the Catholic Reformation (or Counter Reformation)
7. describe the Age of Exploration and the Scientific Revolution, including:
- great voyages of discovery and improvements in technology, including the compass and the work of Prince Henry the Navigator
 - the conquest of the Americas and introduction of disease and the resulting population decline, especially to New World peoples
 - Columbian exchanges of technology, ideas, agricultural products and practices
 - origins of modern capitalism
 - Copernican view of the universe, Newton's natural laws, and the impact of the ideas of Galileo, Bacon and Descartes
8. describe the political and economic changes during the Enlightenment and the Age of Reason, including:
- Enlightenment thinkers Thomas Hobbs, John Locke and Charles-Louis Montesquieu;
 - development of parliamentary government and the Glorious Revolution
 - spread of the ideas of the American Revolution
 - challenges to absolute monarchy and the French Revolution
 - Napoleonic era and the codification of law
 - Latin America's wars of independence, including Simon Bolivar
9. explain the causes and effects of the Industrial Revolution, including:
- how scientific and technological changes promoted industrialization in the textile industry in England
 - the impact of the growth of population, rural to urban migrations, growth of industrial cities, and emigration out of Europe

- the evolution of work and the role of labor, including the demise of slavery, division of labor, union movement, and impact of immigration
 - the political and economic theories of capitalism and socialism, including Adam Smith and Karl Marx
 - the rise of democracy in Europe
10. explain patterns of change during the 19th century era of imperialism from varied perspectives, including:
- describe the link between the rise of industrial economies and their quest for natural resources and 19th century imperialism and colonialism (e.g., in Africa, Southeast Asia, China, India, Latin America, and the Philippines)
 - the clash between cultures, including the Zulu wars in Africa, the Sepoy Rebellion in India, and the Boxer Rebellion in China
 - the varied immediate and long-term responses by people under colonial rule
11. trace the causes, course and effects of World War I, including:
- role of political and economic rivalries, ethnic and ideological conflicts, and nationalism in mobilizing support for "total war"
 - the importance of geographic factors in military decisions and outcomes
 - the human costs of the mechanization of war
 - the effects of the Russian Revolution and the implementation of communist rule
 - the conditions and failures of the Treaty of Versailles (new boundaries and reparations) and the League of Nations (concept of collective security)
 - the social and cultural changes that occurred (e.g., female suffrage; the influence on literature, art, and intellectual life in the West including Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway)
12. trace the causes, course and events of World War II, including:
- the rise of totalitarianism and militarism in Japan and Germany
 - Nazi Germany's policies including its transformation into the Final Solution and the Holocaust
 - influence of world conflicts prior to World War II, including the Spanish Civil War, Italian invasion of Ethiopia, and the Japanese invasion of Manchuria

- Germany's aggression that leads to the war, including England's attempts at appeasement
 - Stalin-Hitler Pact of 1939 and the invasion of Poland
 - the political, diplomatic and military leadership, including Winston Churchill, Joseph Stalin, Franklin Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, George Patton, and Rommel
 - the principal theaters of battle, major turning points, and geographic factors in military decisions and outcomes, including Pearl Harbor, D-Day invasion, the use of the atomic bomb, and the reasons for the Allied victory
13. explain the international developments after World War II and during the Cold War, including:
- the Nuremberg Trials
 - the creation of the modern state of Israel and conflicts in the Middle East
 - the rebuilding of Western Europe, including Marshall Plan, NATO
 - the Truman Doctrine
 - Soviet control of Eastern Europe, including the Warsaw Pact and Hungarian Revolt
 - the creation and role of the United Nations, including the Security Council
 - Mao and the Chinese Revolution, including the Long March, Taiwan, and the Cultural Revolution
 - legacy of genocide from totalitarian regimes, including Stalin, Hitler, Mao, and Pol Pot
 - the eventual collapse of the Soviet Union and end of communism in Europe

C. United States History

1. describe the causes, course, and consequences of early European exploration of North America, including:
- the different reasons for European exploration of the Americas
 - the characteristics and results of various European expeditions (Christopher Columbus, John Cabot, Hernando Cortes, and Hernando De Soto)

- the political, economic, and social impact on the indigenous peoples
2. describe the political, religious, and economic aspects of North American colonization, including:
 - reasons for colonization (religious freedom, desire for land, economic opportunity, and a new life)
 - the meaning and importance of the Mayflower Compact
 - the religious aspects of the earliest colonies to shaping the new nation and American principles (e.g., Puritanism, Anglicanism, Catholicism, Quakerism)
 - the significance and leaders of the First Great Awakening
 - key differences among the three colonial regions and the significance of key individuals (William Penn, Lord Baltimore, John Smith, and Roger Williams)
 - interaction between American Indians and European settlers, including agricultural and cultural exchanges and alliances and the reasons for and results of the conflicts
 - the introduction and institutionalization of slavery, including the slave trade in Africa and the Middle Passage
 - the early representative government and democratic practices that emerged, including town meetings and colonial assemblies
 3. describe the causes, course, and consequences of the American Revolution, including:
 - the policies of mercantilism
 - the attempts to regulate colonial trade and the colonists' reaction to British policy, including the boycotts, the Sons of Liberty, and petitions and appeals to Parliament
 - the key ideas embodied within the Declaration of Independence
 - the influence of key personalities (King George III, John Adams, Thomas Jefferson, George Washington, Patrick Henry, Samuel Adams, Marquis de Lafayette, Thomas Paine)
 4. describe the aspirations, ideals, and events that served as the foundation for the creation of a new national government, including:

- the Articles of Confederation and the factors leading to the development of the US Constitution, including the Bill of Rights
 - the major debates of the Constitutional Convention and their resolution
 - the contributions and roles of major individuals in the writing and ratification of the Constitution (George Washington, Benjamin Franklin, James Madison, Alexander Hamilton, and John Jay)
 - Anti-Federalists and Federalist arguments for and against the new Constitution, including those expressed in The Federalists Papers
 - struggles over ratification and the creation of the Bill of Rights
5. describe the actions taken to build one nation from 13 states, including:
- the precedents established by George Washington (the Cabinet and two terms of the presidency, Washington's Farewell Address)
 - Alexander Hamilton's actions to create a financially strong nation (the creation of a National Bank and payment of debts)
 - Jeffersonian Democracy, including Jefferson's 1801 Inaugural Address
 - the evolution of political parties (the Democratic Republicans and the Federalists), their differing visions for the country, and their impact on economic development policies
 - John Marshall's role in judicial review (Marbury v. Madison)
 - causes and consequences of the War of 1812
 - influence of the Monroe Doctrine
 - Missouri Compromise of 1820
6. describe the successes and failures of the reforms during the Age of Jacksonian Democracy, including:
- the extension of the franchise to all white men and their new influence on politics
 - Indian removal, including the Trail of Tears
 - the abolition movement (role of the Quakers, Harriet Tubman, and the underground railroad)
 - suffrage for women (Seneca Falls; Elizabeth Cady Stanton)
 - establishment of public schools, hospitals, and prisons

7. describe the aims and impacts of the Western expansion and settlement of the United States, including:
 - how and from whom the United States acquired the Northwest Territory, Louisiana Territory, Florida, Texas, Oregon Country, the Mexican Cession and the Gadsden Territory
 - early American explorations following the Louisiana Purchase (Daniel Boone, Lewis and Clark, James O. Pattie and the fur trade)
 - the concept of Manifest Destiny and its relationship to westward growth
 - the Homestead Act
 - railroads and immigrant labor
 - reasons for and destination of the major westward migrations, including Oregon, California, and the Mormon settlements of Utah and Arizona
 - cowboys and Buffalo Soldiers
 - impact on American Indian nations, including broken treaties and the Long Walk of the Navajos
 - the influence of the Second Great Awakening on abolition

8. explain the causes, course, and effects of the Civil War, including:
 - the different natures of the economies of the North, South, and West
 - the addition of new states to the Union and the balance of power in the Senate, including the Missouri and 1850 Compromises
 - the extension of slavery into the territories, including the Dred Scott Decision, the Kansas-Nebraska Act, and the role of abolitionists such as Frederick Douglass and John Brown
 - the Lincoln-Douglas debates, the presidential election of 1860, Lincoln's victory, and the South's secession
 - the unique nature of the Civil War, including the impact of Americans fighting Americans, the high casualties caused by disease and the type of warfare, and the widespread destruction of American property
 - contributions and significance of key individuals (Abraham Lincoln, Robert E. Lee, William Tecumseh Sherman, Jefferson Davis, Ulysses Grant, Robert E. Lee, and Frederick Douglas)
 - the major turning points of the Civil War, including Gettysburg
 - the roles of African-Americans, American Indians, and women as soldiers, nurses and spies in the war

- the purpose and effect of the Emancipation Proclamation
9. describe the character and lasting consequences of Reconstruction, including:
- Lincoln's plans for reconstruction of the South, including his Second Inaugural Address
 - Lincoln's assassination and the ensuing struggle for control of Reconstruction, including the impeachment of Andrew Johnson
 - the failures of Reconstruction, including the activities of carpetbaggers and scalawags
 - attempts to protect the rights of and enhance opportunities for the freedmen, including the basic provisions of the 13th, 14th, and 15th Amendments to the United States Constitution
 - the rise of the Ku Klux Klan and the development of Jim Crow laws following Reconstruction
10. describe the transformation of the American Economy in the late 19th Century and early 20th Century, including:
- agricultural and industrial boom
 - development of federal Indian policy
 - government encouraged business expansion
 - condition of labor and the rise of the labor movement
 - role of entrepreneurs, industrialists, and bankers in politics and commerce (Carnegie, Morgan, Vanderbilt, Rockefeller)
 - the impact and assimilation of successive waves of immigration in the nineteenth century, and the response of renewed nativism
 - the impact of major inventions on the Industrial Revolution and the quality of life (Edison, Bell, Wright brothers)
11. analyze the effect of populism and the Progressive Era, including
- Theodore Roosevelt's domestic policy and how it changed the country and the nature of the Presidency
 - the roles and impact of Jane Addams, Booker T. Washington and W.E.B. Dubois

12. trace the rise of the United States to its role as a world power in the twentieth century, including
 - US Open Door policy
 - Spanish American War
 - The building of the Panama Canal
 - Roosevelt's Big Stick diplomacy
 - Taff's Dollar Diplomacy
 - Wilson's Moral Diplomacy
 - US roles in World War I and II and the political, economic, and social ramifications on the home front (see World History for other details)

13. describe the 1920s, including:
 - attacks on civil liberties and the responses of organizations such as ACLU, NAACP, Anti-Defamation League
 - Roaring Twenties: flappers, prohibition, gangsters
 - Harlem Renaissance
 - Technological advances (radio, movies, Model T, Lindbergh flight)
 - the rise of major league baseball, boxing, tennis, golf and college football

14. describe the effects of the Great Depression and how the New Deal fundamentally changed the role of the federal government:
 - Wall Street crash
 - Mass unemployment
 - Dust Bowl
 - New Deal

15. describe US foreign policy since World War II, including
 - McCarthyism
 - role of military alliances
 - Cold War and the principal strategy of containment
 - Cuban Missile Crisis
 - Korean War
 - Vietnam War
 - Middle East policy, including the Gulf War, September 11th attack on the US and the war on terrorism

- relations with Mexico and Canada
16. describe the major social problems and domestic policies in contemporary American society, including
- public education
 - civil rights
 - environmental policy
 - changing role of women
 - persistence of poverty
 - health care
 - drug abuse

D. Civics

1. describe political philosophies and concepts of government that became the foundation for the American Revolution and United States government, including:
- principle of democracy developed by the Greeks
 - principle of a republican form of government developed by the Romans
 - political and legal ideas contained in Hammurabi's Code and Justinian's Code of Laws
 - the concept of limited government and the rule of law established in the Magna Carta and the English Bill of Rights
 - concept of courts and justice from Henry II in England
 - ideas of the nature of government and rights of individuals expressed in the Declaration of Independence with its roots in British philosophers such as John Locke
 - the social covenant established in the Mayflower Compact
 - the characteristics of republican and representative governments
2. identify concepts of government as expressed in the United States Constitution including:
- federalism

- democracy
 - bicameralism
 - separation of powers
 - separation of church and state
 - checks and balances
 - powers granted to three branches of federal government and those reserved to states
3. describe a citizen's fundamental constitutional rights, including
- freedom of religion, expression, and press
 - right to a fair trial
 - equal protection, and due process
 - right to assemble
 - right to petition the government
4. describe the struggle to extend equal rights to all Americans, including:
- passage of the 13th, 14th, 15th, and 24th Amendments to the Constitution
 - the role of key leaders (Susan B. Anthony, Eleanor Roosevelt, Jackie Robinson, Rosa Parks, Martin Luther King, Jr., Southern Christian Leadership Conference, Cesar Chavez, President Truman's desegregation of the Armed Services, Malcolm X, President Johnson's Great Society and civil rights legislation)
 - key US Supreme Court Cases (Plessy v. Ferguson; Brown v. Board of Education)
5. understand the impact of landmark Supreme Court cases, including:
- Marbury v. Madison
 - McCulloch v. Maryland
 - Gibbons v. Ogden
 - Dred Scott v. Sanford
6. explain the legal obligations and responsibilities of citizenship, including:
- the obligations of upholding the Constitution, obeying the law, paying taxes, and registering for selective service and jury duty

- involvement in political decision-making, including voting, petitioning public officials, and analyzing issues
- the significance of famous speeches to the duties of citizenship (George Washington's Farewell Address, Lincoln's Gettysburg Address, Martin Luther King Jr.'s "I Have a Dream" speech)

E. Geography

1. locate and analyze information about people, places, and environments using a variety of geographic tools, including:
 - ways to display geographic information and characteristics
 - purposes of and differences among maps, globes, aerial photographs, charts, and satellite images
 - applying geographic tools such as grid systems, legends, symbols, scales, and compass roses to construct and interpret maps
 - drawing an accurate map after being given a description of a place
 - identifying and locating places based on ordinal directions, latitude and longitude, the equator, prime meridian, the tropics, Arctic Circle and Antarctic Circle, the hemispheres, time zones and the international dateline
 - locating the fifty states in the nation, the major countries and cities of the world
 - locating the major geographical features of the Earth's surface, including continents; other large landmasses; major mountain ranges, forested areas, grasslands, deserts and bodies of water and rivers
 - interpreting thematic maps, graphs, charts, and databases depicting various aspects of the United States and world regions, including contour, population, natural resource, historical and map projections
 - different land use patterns in urban, suburban, and rural areas

3. describe the characteristics of the major US and world regions, including:
 - patterns of climate, landforms, and ecosystems in a region
 - patterns of settlements in a region
 - the concept of region and how and why regions change

- relationships and interactions among regions
 - influences and effects of regional images
 - how culture and economics give a place identity and meaning and affect the perception of places and regions
 - the factors that influence the location , distribution, and interrelationships of economic activities in different regions
 - how places and regions serve as cultural symbols, including Jerusalem as a sacred place for Jews, Christians and Muslims
4. describe what shapes patterns of human populations, interdependence, and cooperation and conflict in regions being studied, including:
- the causes and types of human migration and its effect on places
 - the distributions of cultures in the world
 - how cultural norms influence different economic activities of men and women in different regions, including literacy, occupations, clothing and property rights
 - how changes in technology, transportation, communication, and resources affect the location of economic activities
 - the causes and effects of settlement patterns, including how rural-to-urban migration leads to urbanization, refugee camps, major patterns of immigration and emigration)
 - the spatial diffusion of a phenomenon and its effect on regions of contact (e.g., the diffusion of religion, widespread use of English)
 - how cooperation and conflict contribute to political, economic and social divisions, with an emphasis on current events
 - identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts
5. explain the effects of interactions between human and natural systems, including:
- the physical processes that influence the formation and location of resources
 - consequences of earthquakes, hurricanes, tornadoes, flash floods, and other natural hazards to humans

- how and why humans modify ecosystems, including deforestation of rain forests producing savannas
- how technological modification in one place often leads to changes in other locations
- ways that humans depend upon limited resources, and adapt to and affect the natural environment
- how changes in the natural environment can increase or diminish its capacity to support human activities
- trace the development of the conservation of natural resources, including the establishment of the National Park System and efforts of private nonprofit organizations.
- changing ideas and disagreements on the best use of natural resources

F. Economics

1. apply the economic concepts of scarcity and choice, including:
 - how limited resources and unlimited human wants cause people to choose some things and give up others
 - scarcity, opportunity costs, and trade-offs and how these concepts influence decision-making
 - how governments and businesses experience scarcity and must make choices
 - how scarcity influences personal financial choices, including budgeting, saving, investing, and credit
2. describe the economic benefits of specialization and exchange, including:
 - why specialization improves standards of living
 - how money, as opposed to barter, facilitates trading, borrowing, saving, investing, and the ability to compare the value of goods and services
3. describe the operation of a market economy, including:
 - Adam Smith's ideas of a market economy, including private property, freedom of enterprise, competition, consumer choice, and the limited role of government

- how prices and levels of supply and demand in markets answer basic questions of what to produce, how to produce and for whom to produce
 - how competition among sellers lowers costs and prices and encourages producers to produce what consumers are willing and able to buy
 - how competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the sellers' price
 - why voluntary exchange benefits buyers and sellers
 - the functions and relationships among various institutions that make up an economic system, including business firms, banks, government agencies, labor unions, and corporations
 - how income for most people is determined by the value of the resources they sell and how the distribution of income affects public policy and standards of living
4. describe the factors that cause economic growth, including:
- investment in human capital, including the health, education, and training of people
 - investment in real capital, including factories, machinery, and new technology
 - the role of entrepreneurs in the free enterprise system who take the risks of organizing productive resources
5. describe the functioning of our economy as a whole (macroeconomics), including:
- creation of money
 - role of the Federal Reserve in the creation of money and monetary policy
 - business cycles (i.e., booms, inflation, unemployment, recession, and depression)
 - the meaning of the gross national product, consumer price index, and measures of employment

NEW YORK STATE STANDARDS – KIPP CURRICULUM CORRELATION
SOCIAL STUDIES – GRADES 5 AND 6

Standard 1	
Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.	
NYS Performance Indicator	KIPP Standard
Students should comprehend the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions. (1-A)	A.10
Students should recognize the connections and interactions of people and events across time from a variety of perspectives. (1-B)	A.8
Students should discern the roles and contributions of individuals and groups to social, political, economic, cultural, and religious activities. (1-C)	A.3, D.4
Students should understand changing and competing interpretations of historical developments. (1-D)	A.10

Standard 2	
Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.	
NYS Performance Indicator	KIPP Exit Standard
Students should understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world. (2-A)	B.1, B.2, B.3, B.4, B.5, B.6, B.7
Students should recognize the broad patterns, relationships, and interactions of cultures and regions during particular eras and across eras. (2-B)	B.1, B.2, B.3, B.4, B.5, B.6, B.7
Students should discern the roles and contributions of individuals and groups to social, political, economic, cultural, and religious activities. (2-C)	B.1, B.2, B.3, B.4, B.5, B.6, B.7
Students should recognize changing and competing interpretations of historical developments. (2-D)	A.10

Standard 3	
Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent worlds in which we live—local, national, and global—including the spatial distribution of people, places, and environments over the Earth's surface.	
NYS Performance Indicator	KIPP Standard
Students should learn the basic concepts associated with displaying information in a spatial format including the use of contemporary technology to create spatial displays (maps and charts). (3-A)	E.1
Students should map information about people, places, and environments. (3-B)	E.3, E.4
Students should comprehend the physical characteristics of the Earth's surface and the continual reshaping of the surface by physical processes and human activity. (3-C)	E.4
Students should understand the development and interaction of social, political, economic, cultural, and religious systems in different regions of the world. (3-D)	E.2
Students should discern how technological change affects people, places, and regions. (3-E)	E.3

Standard 4	
Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.	
NYS Performance Indicator	KIPP Standard
Students should know the role of economics in society, politics, and culture. (4-A)	E.2, F.1
Students should discern the ideas, values, structure, practices, accomplishments, and problems of the American economic system and be able to compare and contrast these to other national economic systems. (4-B)	F.1
Students should recognize the costs and benefits of economic change and how contemporary conditions are rooted in historical and cultural contexts. (4-C)	F.2, F.3
Students should understand the reasons for and nature of growing interdependence of economic systems throughout the world. (4-D)	

Standard 5	
Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments, the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.	
NYS Performance Indicator	KIPP Standard
Students should understand the American idea of constitutional government, the values and principles of American constitutional democracy, the federal system of the United States, the role and structure of state and local government in New York, and the nature of civic life at the local, state, and national levels. (5-A)	D.1, D.6
Students should comprehend the necessity for establishing governments, the role and function of the nation-state structure that divides the world into sovereign territories, historic and contemporary forms of government in a variety of societies, and the implications of governmental systems on civic life in local, national, and international arenas. (5-B)	
Students should recognize and appraise the roles played by the United States, other nations, and world organizations in the development of democratic principles and human rights and the continuing struggle to bridge the gap between ideals and realities. (5-C)	D.1, D.4
Students should discern the ways the United States has influenced other nations and how other nations have influenced each other and American politics and society. (5-D)	D.1
Students should know the basic individual rights, both political and personal in the Declaration of Independence, the Constitution, the New York State Constitution, and civil rights legislation. (6-A)	D.3
Students should be able to evaluate, take, and defend positions on the importance of civic and personal responsibility. (6-B)	D.3, D.6
Students should discern and evaluate the ways citizens can participate in and influence the development of public policy. (6-C)	D.6
Students should recognize key issues in public policy debates, examine all sides, and develop and defend positions on the issues. (6-D)	A.11

NEW YORK STATE STANDARDS – KIPP CURRICULUM CORRELATION
SOCIAL STUDIES – GRADES 7 AND 8

Standard 1	
Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.	
NYS Performance Indicator	KIPP Standard
Students should comprehend the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions. (1-A)	A.10
Students should recognize the connections and interactions of people and events across time from a variety of perspectives. (1-B)	A.8
Students should discern the roles and contributions of individuals and groups to social, political, economic, cultural, and religious activities. (1-C)	A.3, D.4
Students should understand changing and competing interpretations of historical developments. (1-D)	A.10

Standard 2	
Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.	
NYS Performance Indicator	KIPP Exit Standard
Students should understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world. (2-A)	B.7, C.1, C.2, C.3, C.4, C.5, C.6, C.7, C.8, C.9, C.10, C.11, C.12, C.13, C.14, C.15
Students should recognize the broad patterns, relationships, and interactions of cultures and regions during particular eras and across eras. (2-B)	B.7, C.1, C.2, C.3, C.4, C.5, C.6, C.7, C.8, C.9, C.10, C.11, C.12, C.13, C.14, C.15
Students should discern the roles and contributions of individuals and groups to social, political, economic, cultural, and religious activities. (2-C)	B.7, C.1, C.2, C.3, C.4, C.5, C.6, C.7, C.8, C.9, C.10, C.11, C.12, C.13, C.14, C.15
Students should recognize changing and competing interpretations of historical developments. (2-D)	A.10

Standard 3	
Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent worlds in which we live—local, national, and global—including the spatial distribution of people, places, and environments over the Earth's surface.	
NYS Performance Indicator	KIPP Standard
Students should learn the basic concepts associated with displaying information in a spatial format including the use of contemporary technology to create spatial displays (maps and charts). (3-A)	E.1
Students should map information about people, places, and environments. (3-B)	E.3, E.4
Students should comprehend the physical characteristics of the Earth's surface and the continual reshaping of the surface by physical processes and human activity. (3-C)	E.4
Students should understand the development and interaction of social, political, economic, cultural, and religious systems in different regions of the world. (3-D)	E.2
Students should discern how technological change affects people, places, and regions. (3-E)	E.3

Standard 4	
Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.	
NYS Performance Indicator	KIPP Standard
Students should know the role of economics in society, politics, and culture. (4-A)	E.2, F.1
Students should discern the ideas, values, structure, practices, accomplishments, and problems of the American economic system and be able to compare and contrast these to other national economic systems. (4-B)	F.1
Students should recognize the costs and benefits of economic change and how contemporary conditions are rooted in historical and cultural contexts. (4-C)	F.2, F.3
Students should understand the reasons for and nature of growing interdependence of economic systems throughout the world. (4-D)	

Standard 5	
Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments, the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.	
NYS Performance Indicator	KIPP Standard
Students should understand the American idea of constitutional government, the values and principles of American constitutional democracy, the federal system of the United States, the role and structure of state and local government in New York, and the nature of civic life at the local, state, and national levels. (5-A)	C.4, D.1
Students should comprehend the necessity for establishing governments, the role and function of the nation-state structure that divides the world into sovereign territories, historic and contemporary forms of government in a variety of societies, and the implications of governmental systems on civic life in local, national, and international arenas. (5-B)	
Students should recognize and appraise the roles played by the United States, other nations, and world organizations in the development of democratic principles and human rights and the continuing struggle to bridge the gap between ideals and realities. (5-C)	D.1, D.4
Students should discern the ways the United States has influenced other nations and how other nations have influenced each other and American politics and society. (5-D)	D.1
Students should know the basic individual rights, both political and personal in the Declaration of Independence, the Constitution, the New York State Constitution, and civil rights legislation. (6-A)	D.1, D.6
Students should be able to evaluate, take, and defend positions on the importance of civic and personal responsibility. (6-B)	D.4, D.5, D.6
Students should discern and evaluate the ways citizens can participate in and influence the development of public policy. (6-C)	D.1, D.4
Students should recognize key issues in public policy debates, examine all sides, and develop and defend positions on the issues. (6-D)	D.1

KIPP Physical Education and Health Programs Overview

All KIPP students receive a highly structured physical education and health class. Students will not only become more physically fit, but will learn the benefits of fitness, the rules of various sports, and the benefits of teamwork. As teamwork is an omnipresent theme at KIPP Schools, the social rules that govern team interaction and competition will be taught and reinforced.

The Physical Education program will focus on sports related activities and physical fitness. Students will develop competency in a variety of sports and dance techniques, will develop motor skills and coordination, and will learn different strategies for different sports. The Health program will integrate New York State Family and Consumer Science Standards, to encourage students to make healthy lifestyle choices and develop time and resource management skills in and outside of school.

KIPP schools believe that competency and excellence in athletics leads to confidence and mental well-being in life and that team sports instill dedication and a sense of working for the collective good. The physical education and health program is thus focused on improving the physical and mental health of the students, as well as building an understanding and spirit of shared outcomes and collaborations.

KIPP Index Standards

Health, Physical Education, Family and Consumer Sciences

1. Physical Education

A. Body Movement and Movement Skills

1. The student will understand how and why one moves in a variety of situations and will use this information to enhance his/her athletic skills.
2. Students will develop specialized movement skills for specific team and individual athletic tasks, games, and competitions.
3. Students will identify and apply the principles of practice and conditioning in order to enhance athletic performance.

B. Health and Physical Fitness

1. Students will achieve and maintain a healthy level of physical fitness.
2. Assess personal level of health-related fitness and set goals to meet standards of health-related fitness.
3. Identify how to balance food intake with physical fitness.
4. Students will participate daily in a health-enhancing physical activity
5. Demonstrate correctly exercises designed to improve and maintain muscular strength, endurance, flexibility, and cardiorespiratory functioning.
6. Identify the impact of such factors as nutrition, relaxation, stress, and substance abuse on the body's ability to participate in physical activities.

C. Social Development

1. Students will demonstrate the importance of respect for others.
2. Students will demonstrate appropriate and responsible social behavior when interacting with others.
3. Describe the relationship between a healthy lifestyle and physical, emotional, and social well-being.
4. Work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive activities.

2. Health

A. Explain the basics of health promotion, illness prevention, and safety.

1. Describe the benefits of early detection and treatment of illness.
2. Demonstrate strategies for the prevention and reduction of communicable and non-communicable diseases.
3. Describe and compare health and safety methods that reduce the risks associated with dangerous situations.
4. Identify and describe ways to reduce health risks common to adolescents.
5. Identify how positive health practices and relevant health care can help reduce health risks.
6. Use knowledge of the body's structure and function to make sound decisions related to personal health.

7. Describe the connections between mental and physical development as they relate to adolescence.
 8. Identify various careers involved in health promotion, health care and injury prevention.
 9. Analyze the risks of dependence and addiction associated with the use of alcohol, tobacco, inhalants, and other drugs on body systems and organs.
- B. Describe and explain the factors that influence health among individuals, groups, and communities.
1. Describe how individuals, groups, and the media influence the health of individuals.
 2. Evaluate critically how print media, broadcast media, and Internet technology influence perceptions of health information, products, and services.
 3. Describe how the individual influences the health and well being of the workplace and the community.
 4. Explain social and economic effects of health problems on individuals and society.
 5. Demonstrate the benefits of becoming a positive role model within the school and the larger community.
- C. Explain how the environment can affect health.
1. Explain interrelationships between the environment and individual health.
 2. Identify potential environmental conditions that may affect the health of the local community.
 3. Develop potential solutions to address environmental problems that affect the local community's health.
 4. Analyze how environmental conditions can affect health on a large scale.

3. Family and Consumer Sciences

- A. Integrate multiple life roles and responsibilities in family, career, and community roles and responsibilities.
1. Analyze strategies to manage multiple individual, family, career, and community roles and responsibilities.
 2. Demonstrate transferable and employability skills in community and workplace settings.
- B. Demonstrate nutrition and wellness practices that enhance individual and family well-being.
1. Analyze factors that influence nutrition and wellness practices.
 2. Evaluate the nutritional needs of individuals and families in relation to health.
 3. Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs individuals and families.
- C. Demonstrate respectful and caring relationships in the family, workplace, and community.

1. Analyze functions and expectations of various types of relationships.
2. Analyze personal needs and characteristics and their impact on interpersonal relationships.
3. Demonstrate teamwork and leadership skills in the family, workplace, and community.

New York State Learning Standards for Physical Education, Health, and Family and Consumer Sciences/ KIPP Curriculum Crosswalk

<i>NYS Standard 1: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.</i>	
NYS Content Area	KIPP Standard
Health: Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.	2.A.1-9
Physical Education: Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.	1.A.1-3
Family and Consumer Sciences: Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.	3.B.1-3
<i>NYS Standard 2: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.</i>	
NYS Content Area	KIPP Standard
Health: Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and appropriate strategies to minimize them.	2.B.1-5; 2.C.1-4
Physical Education: Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for physical enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.	1.B.1-6; 1.C.1-4
Family and Consumer Sciences: Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their home and workplaces in a safe and comfortable condition. They can provide a safe a nurturing environment for themselves and others.	3.A.1, 3.A.2; 3.C.1-3
<i>NYS Standard 3: Students will understand and be able to manage their personal and community resources.</i>	
NYS Content Area	KIPP Standard
Health: Students will understand the influence of	2.B.1, 2.B.2, 2.C.3

<p>culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.</p>	
<p>Physical Education: Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. They will be informed consumers and be able evaluate facilities and programs. Students will be aware of some career options in the field of physical fitness and sports.</p>	<p>1.B.1-6</p>
<p>Family and Consumer Sciences: Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.</p>	<p>3.C.1-3</p>

KIPP Arts Overview

KIPP Students will learn about the arts through active participation. Students will receive a cross curricular program in visual and performing arts beginning in fifth grade. Students will explore at least one of the artistic areas including dance, music, theatre, and visual arts based upon the New York State's Standards. An introduction will be made to ensure the understanding of characteristics of art styles representative of various cultures.

Teachers will incorporate various artistic strategies for learning including rap, rhythm and rhyme to help students apply artistic strategies to learning the core curriculum. KIPP schools will integrate the arts throughout all grade levels, providing students with varied modes of expression.

KIPP uses the National Standards for Arts Education for the basis of our framework. Students will gain an appreciation for selected classical works and a basis for critical analysis and interpretation. This knowledge will be used to assist students in their general understanding of the human experience and how it relates to core curricula areas.

KIPP Index Standards The Arts

A. Artistic Perception

1. Students will obtain the knowledge and skills in the use of the basic vocabularies, materials, tools, techniques, and intellectual methods of each arts discipline, which include dance, music, theatre, and the visual arts.

B. Creative Expression

1. Students will be proficient in at least one art form through creation, performance, and production.
2. Student will show competency in expressing their interpretive artistic analysis and criticism.

C. Historical and Cultural Context

1. Students will utilize various cultural and historical perspectives to understand and evaluate artistic works.
2. Student will have a familiarity with classical works in various forms that represent a diverse cultures and historical periods.

D. Aesthetic Valuing

1. Students will gain an appreciation from their experiences with various works of art.

E. Connections, Relations and Applications

1. Students will be able to relate and understand the interconnectedness of a variety of artistic skills within and across various academic disciplines.
2. Students will recognize and apply arts skills and knowledge outside the context of the arts.

New York State Arts Standards/ KIPP Curriculum Crosswalk	
NYS Arts Content Area	KIPP Standard
<p>Standard 1</p> <p>Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.</p>	A1
<p>Standard 2</p> <p>Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles.</p>	B1
<p>Standard 3</p> <p>Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.</p>	B2, E1, E2
<p>Standard 4</p> <p>Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.</p>	C1, C2

KIPP Languages Other Than English Overview

KIPP schools offer a World Languages curriculum to enrich student's lives and to begin preparing them for entry into the college of their choice. Today's global economy offers many careers in fields that require international expertise, and in some cases, the ability to speak a language other than English. Colleges and universities require some foreign language background, and intimate knowledge of a second language provides a student with insight into her or his first language.

The United States has more Spanish speakers than almost any other country, and the number of Spanish speakers in the country continues to grow rapidly. For this reason, students at KIPP Schools will receive instruction in the fundamental elements of Spanish and the cultures and histories of Spanish-speaking countries. KIPP's program will differentiate between native and non-Native Spanish speakers. Non-native Spanish instruction will emphasize language structure and vocabulary acquisition. Instruction for Spanish speakers will focus on Spanish literature. At a minimum, all students must meet or exceed KIPP's Foreign Language Index Standards to have successfully completed the Spanish program component.

KIPP students will compare the formal language structures of Spanish to the structures of English in order to obtain a better understanding of both languages. The students will develop the skills necessary for them to continue studying Spanish in high school and college, or for them to start learning another language.

KIPP Index Standards Languages Other Than English

1. Speaking

- A. Students will ask questions and provide relevant responses when as a question in a language other than English.
- B. Students will give and follow basic instructions in a language other than English.
- C. Students will demonstrate skills necessary to initiate, sustain, and close brief oral exchanges using familiar phrases in a language other than English.

2. Listening and Reading Comprehension

- A. Students will understand main ideas and essential details when listening and reading a language other than English.
- B. Students will use verbal and non-verbal cues to interpret spoken and written texts in a language other than English.

3. Writing

- A. Students will present in writing information in a language other than English that combines learned as well as original language in simple sentences and paragraphs.
- B. Students will write material in a language other than English, including skits, poems, plays, and/or songs.

4. Cross-Cultural Studies

- A. Students will demonstrate an understanding of perspectives, practices, and products of different cultures and how they are inter-connected.
- B. Students will participate in real or simulated cultural events, such as family activities and holiday celebrations.
- C. Students will demonstrate an understanding of cultural similarities and differences between other countries and the United States.

**New York State Learning Standards for Languages Other Than English/ KIPP
Standards Crosswalk**

<i>NYS Standard 1: Communication Skills – Students will be able to use a language other than English for communication.</i>	
NYS Standard	KIPP Standard
Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purposes of socializing, providing, and acquiring information, expressing personal feelings, and opinions, and getting others to adopt a course of action.	1.A, 1.B, 1.C, 2.A, 2.B
Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.	2.A, 2.B, 3.A, 3.B
<i>NYS Standard 2: Cultural Understanding – Students will develop cross-cultural skills and understandings.</i>	
NYS Standard	KIPP Standard
Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.	4.A, 4.B, 4.C

KIPP Career Development and Occupational Studies Overview

In accordance with KIPP's mission, to prepare students for top-quality high schools, colleges, and the competitive world beyond, we will stress the importance of career development for all students. They will make informed decisions based on their understanding of the individual qualities and interests they possess. We will begin career development and occupational studies in the fifth grade through exposure to various professional and educational opportunities.

Students will understand and appreciate the linkage between core curriculum work and their aspirations for future development. Teachers will help students to develop the decision-making skills to analyze various situations and make informed decisions regarding their future.

KIPP Index Standards

Career Development and Occupational Studies

A. Academic Alignment

1. Students will understand how the development of academic skills, attitudes and knowledge leads to success at KIPP, top-quality high schools, and the competitive world beyond.
2. Students will apply appropriate problem solving strategies and modes of communication to school, work, and everyday settings.

B. Individual/Social Development

1. Students will work and effectively communicate with others, including people from diverse backgrounds and contribute to team efforts.
2. Students will demonstrate individual qualities such as responsibility, self-management, self-efficacy, flexibility and willingness to explore.

C. Career Orientation

1. Students will plan and prepare for a variety of current and future educational and career opportunities.
2. Students will make appropriate decisions about future education and continuing preparation for life and work.

NYS Career Development and Occupational Studies / KIPP Curriculum Crosswalk	
NYS Career Development and Occupational Studies Content Area	KIPP Standard
Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.	A1, C1, C2
Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.	A2
Standard 3a: Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.	B1, B2
Standard 3b: Career Majors Students who choose a career major will acquire the career specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs	A1, C2

EXHIBIT D
BY-LAWS

(From Attachment 27) Please provide a set of by-laws for the proposed school, which includes the charter school's method for appointment/election of trustees and the length of the terms established for each trustee position.

The proposed by-laws for KIPP Tech Valley Charter School can be found on the pages that follow.

RECEIVED

MAR 01 2004

KIPP TECH VALLEY CHARTER SCHOOL
EXHIBIT D - 1

**BY-LAWS
of the
KIPP TECH VALLEY CHARTER SCHOOL**

ARTICLE I

NAME

The name of the Corporation is the KIPP Tech Valley Charter School (hereinafter "the Corporation").

ARTICLE II

MEMBERSHIP

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of the Corporation (hereinafter the "Trustees") of the KIPP Tech Valley Charter School. Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the "Board").

ARTICLE III

BOARD OF TRUSTEES

A. Powers. The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to applicable Education Law, Not-for-Profit Corporation Law, the Corporation's Charter and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

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

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
5. To carry on the business of operating the Charter School and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
6. To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;

8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;

9. To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and

10. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. Number of Trustees. The number of Trustees of the Corporation shall be not fewer than seven (7) and shall not exceed fifteen (15). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws.

C. Election of Trustees.

1. Election . The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee. Trustees-elect assume office subject to approval by the Charter Schools Institute.

2. Eligibility . The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively.

3. Interested Persons. Not more than 49% of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

4. Term of Office.

a. The Trustees elected shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.

b. The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years, except the term of any Trustee who is a parent of a child enrolled in the charter school shall be one (1) year.

c. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the Bylaws, or other Board action.

e. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the school's charter or the Bylaws or other Board action.

5. Time of Elections . The Board shall elect Trustees whose terms begin on July 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. **Removal of Trustees** . The Board may remove a Trustee in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law.

E. **Resignation by Trustee** . A Trustee may resign by giving written notice to the Board President or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board President or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.

F. **Vacancies** . A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. **Compensation of Trustees** . Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

ARTICLE IV

PRINCIPAL OFFICE

The Corporation's principal office shall be at the following address: KIPP Tech Valley Charter School; c/o: [address to be determined]; or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary.

ARTICLE V

MEETINGS OF THE BOARD

A. **Place of Meetings** . Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate.

B. **Annual Meetings** . An Annual Meeting shall be held in the month of June of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

C. **Regular Meetings** . A minimum of ten Regular Meetings shall be held each year on dates determined by the Board.

D. **Special Meetings** . A Special Meeting shall be held at any time called by the President, or by any Trustee upon written demand of not less than one-half of the entire Board.

E. **Adjournment** . A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

F. **Notices** . Notices to Trustees of Board Meetings shall be given as follows:

1. Annual Meetings and Regular Meetings may be held without notice if the Bylaws or the Board fix the time and place of such meetings.
2. Special Meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

G. Waiver of Notice . Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

ARTICLE VI

ACTION BY THE BOARD

A. Quorum . Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.

B. Action by the Board .

1. Actions Taken at Board Meetings . Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. Board Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the Charter School. To the extent permitted by Article 7 of the Public Officers Law, trustees participating by means of video-conferencing may be counted toward achieving a quorum. Trustees participating by means of videoconferencing shall do so from a site at which the public may attend, listen, and observe. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees other than those in-person or participating by live video-conferencing shall not vote.

C. Committees.

1. Appointment of Committees . The Board may create committees for any purpose, and the President of the Board shall appoint members to and designate the chairs of such committees. A Board Committee will consist of not fewer than three Trustees, who shall serve at the pleasure of the President of the Board, except that any executive committee of the Board shall comprise not fewer than five trustees

2. Standing Committee - The Board will have a standing Finance Committee, chaired by the Treasurer. Additional members of the Finance Committee will be appointed by the President of the Board.

3. Authority of Board Committees . The President of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:

- a. The election of Trustees;
- b. Filling vacancies on the Board or any committee which has the authority of the Board;
- c. The fixing of Trustee compensation for serving on the Board or on any committee;
- d. The amendment or repeal of Bylaws or the adoption of new Bylaws; and
- e. The appointment of other committees of the Board, or the members of the committees.

4. Procedures of Committees . The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws and the Open Meetings Law with respect to the calling of meetings.

D. Standard of Care.

1. Performance of Duties . Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others . In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

- a. One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;
- b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
- c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.1. and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

E. Rights of Inspection . Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. Participation in Discussions and Voting . Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest, (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

G. Duty to Maintain Board Confidences . Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII

OFFICERS

A. Officers. The Officers of the Corporation consist of a President (hereinafter "President"), Vice President (hereinafter "Vice President"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The Corporation also may have such other officers as the Board deems advisable.

1. **President** . Subject to Board control, the President has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the President shall preside at Board meetings.

2. **Vice President** . If the President is absent or disabled, the Vice President shall perform all the President's duties and, when so acting, shall have all the President's powers and be subject to the same restrictions. The Vice President shall have other such powers and perform such other duties as the Board may prescribe.

3. **Secretary** . The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

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

B. Election, Eligibility and Term of Office .

1. Election . The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. Eligibility . A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the President.

3. Term of Office . Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

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

ARTICLE VIII**NON-LIABILITY OF TRUSTEES**

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

ARTICLE IX**INDEMNIFICATION OF CORPORATE AGENTS**

The KIPP Tech Valley Charter School may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by Sections 721 through 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE X**SELF-DEALING TRANSACTIONS**

The Corporation shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care:

A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

ARTICLE XI

OTHER PROVISIONS

A. Fiscal Year . The fiscal year of the Corporation begins on July 1 of each year and ends June 30.

B. Execution of Instruments . Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

C. Checks and Notes . Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the President of the Board, School Leader, or Treasurer. Such items for amounts of \$5,000.00 or greater must be signed by two of these individuals.

D. Construction and Definitions . Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

E. Conflict of Interest . Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that can reasonably be construed to be adverse to the Corporation's interest.

The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation.

The Board may adopt conflict of interest policies requiring:

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and,
2. Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest"

in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Director, Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

F. Interpretation of Charter . Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XII

AMENDMENT

A majority of the Trustees may adopt, amend or repeal these Bylaws subject to approval by the Charter Schools Institute.

CERTIFICATE OF SECRETARY

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

_____, Secretary Dated: _____

EXHIBIT E**NEW YORK STATE FREEDOM OF INFORMATION LAW COMPLIANCE**

(From Attachment 37) Attach the proposed school's policies and procedures for complying with the New York State Freedom of Information Law (Article 6 of the New York Public Officers Law).

Per the New York State Freedom of Information Law (Article 6 of the Public Officers Law) KIPP Tech Valley Charter School will handle all requests for information in the following manner:

Requests for public information must be in writing and submitted to the School's Records Access Officer who shall be designated by the School Leader. Upon the receipt of a request for School records and information, the request will be responded to in the following manner: Within five business days of receipt of a written request, KIPP Tech Valley Charter School will, depending on the requested information, either make the information available at KIPP Tech Valley Charter School's principal location during normal business hours to the person requesting it, deny the request in writing, or provide a written acknowledgment of receipt of the request that supplies an approximate date for when the request will be granted or denied.

If the person requesting information is denied access to a record, he or she may, within 30 days, appeal such denial to the School Leader or his or her designee (such designee shall not also serve as the School Records Access Officer). Upon timely receipt of such an appeal, the School will, within 10 business days of the receipt of the appeal, fully explain, in writing, the reasons for further denial or provide access to the record(s) sought. The Charter School also will forward a copy of the appeal, as well as its ultimate determination, to the New York State Committee on Open Government.

In the event an appeal for records is denied, the person requesting the information may bring a proceeding for review of such denial in pursuant to Article 78 of the Civil Practice Law and Rules.

The School may deny access to requested records for one or more of the following grounds:

- Such records are specifically exempted from disclosure by state or federal statute;
- Such access would constitute an unwarranted invasion of personal privacy;
- Such records, if disclosed, would impair present or imminent contract awards or collective bargaining negotiations;
- Such records are trade secrets or are submitted to the School by a commercial enterprise or derived from information obtained from a commercial enterprise and which if disclosed would cause substantial injury to the competitive position of such enterprise;
- Such records are compiled for law enforcement purposes and which, if disclosed, would meet the conditions set forth in Public Officers Law § 87 (2)(3);
- Such records, if disclosed, would endanger the life or safety of any person;
- Such records are computer access codes;
- Such records are inter-agency or intra-agency materials that are not statistical or factual tabulations of data, instructions to staff that affect the public, or a final policy or external audits.
- Examination questions or answers

KIPP Tech Valley Charter School shall maintain:

1. A record of the final vote of each trustee in every proceeding in which the trustees vote;
2. A record setting forth the name, public office address, title and salary of every officer or employee of the education corporation; and
3. A reasonably detailed current list, by subject matter, of all records in the Education Corporation's custody or possession.
4. KIPP Tech Valley Charter Schools may charge a copying fee for each page requested to be copied. The fee can be no more than the fee allowed by State law.

EXHIBIT F
NEW YORK STATE OPEN MEETINGS LAW COMPLIANCE

(From Attachment 38) Attach the proposed school's policies and procedures for complying with the New York State Open Meetings Law (Article 7 of the New York Public Officers Law).

In accordance with the New York State Open Meetings Law (Article 7 of the New York Public Officers Law), every KIPP Tech Valley Charter School Board of Trustees meeting and Trustee committee meeting shall be open to the general public.

Public Notice

1. A calendar of all board meeting dates will be posted at the School at all times.
2. The School will provide notice of the time and place of any board meeting that is *scheduled at least one week in advance* to the news media and shall conspicuously post such notice in one or more public locations at least 72 hours in advance of the scheduled meeting.
3. The School will provide notice of the time and place of any board meeting that is *scheduled less than one week in advance* to the news media (to the extent practicable) and shall conspicuously post such notice in one or more public locations at a reasonable time in advance of the scheduled meeting. To the extent possible, the School will publicly post notices of Board of Trustees meetings immediately after each meeting date is determined.
4. Trustees may participate in board meetings in person or by videoconferencing. The Board of Trustees shall provide an opportunity for the public to attend at any site where a member participates. If videoconferencing is to be used, then the public notice must say so, identify the locations from which members will participate, and state that the public has a right to attend at any of these locations.

Minutes of Meetings

1. The Secretary of the Board of Trustees will take minutes at all open sessions. All minutes will contain the date of the meeting, a summary of all motions, proposals,

resolutions and any other matter formally voted upon as well as a record of how each board member voted.

2. Minutes from open meetings will be made available to the public within two weeks of the meeting date. Minutes from executive sessions will be available within one week. Minutes will be available at the School.

Executive Sessions

Per New York State Open Meetings Law, the KIPP Tech Valley Charter School shall conduct all executive sessions as part of an open meeting; they are not considered separate meetings per se. An executive session may be called via motion and majority vote by the Board of Trustees to enter an executive session. The motion must specifically identify the general area or areas of the subjects to be considered. All Board members may participate in executive sessions, and the Board may authorize others to attend as well. An executive session shall only be conducted by the Board of Trustees for one or more of the following matters:

1. Matters which will imperil the public safety if disclosed;
2. Any matter which may disclose the identity of a law enforcement agent or informer;
3. Information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
4. Discussions regarding proposed, pending or current litigation;
5. When such law applies to charter school employees, collective negotiations that are within the scope of Article 14 of the Civil Service Law;
6. The medical, financial, credit or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation;
7. The preparation, grading or administration of examinations; and
8. The proposed acquisition, sale or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value.

In no case shall public funds be appropriated during an executive session.

Exemptions from the Law

The following matters are exempted from the Open Meetings Law and therefore need not be discussed at open meetings:

1. Judicial or quasi-judicial proceedings (for example, suspension hearings and employee grievance hearings). and,
2. Any matter made confidential by State or federal law (for example discussions regarding a particular student's records or children with handicapping conditions in violation of the federal Family Educational Rights and Privacy Act).

Enforcement

Any individual wishing to report a violation of the New York State Open Meetings Law has standing to bring a proceeding in accordance with Article 78 of the Civil Practice Law and Rules and/or action for declaratory or injunctive relief.

EXHIBIT G
SCHOOL PERSONNEL POLICIES

(From Attachment 41) Attach a copy of the proposed school's personnel policies. The attached policies should include at least the following information:

- the procedures for hiring and dismissing school personnel;
 - the school's qualifications for hiring teachers, school administrators and other employees; and
 - a description of responsibilities for staff members.
-

The KIPP Tech Valley Charter School's personnel policies, in draft form, can found on the following pages. These policies will be adopted by the Board of Trustees following approval and issuance of the School's charter, at which time the dates for holidays and other areas will be filled in. These policies include procedures for hiring and dismissing School personnel.

Staff qualifications and responsibilities are provided following the draft personnel policies.

INTRODUCTION

All personnel and employment policies and procedures of the KIPP Tech Valley Charter School set forth herein are presented only as a matter of information. These policies and procedures may be changed or deleted and new policies or procedures may be added by the organization at any time, subject to Article 56 of the New York Education Law and other applicable laws, rules and regulations. This manual and the policies and procedures set forth herein are not intended to create or constitute a contract between this organization and its employees or to change the nature of the employment relationship between the organization and its employees, which is at will.

EMPLOYMENT ADMINISTRATION

I. Equal Opportunity Employer

It is the policy of this School to seek and employ the best qualified personnel without regard to race, religion, color, creed, national origin, citizenship, age, sex, marital status, or disability. It is further this school's policy to ensure equal opportunity for the advancement of staff members and equal treatment in the areas of upgrading, training, promotion, transfer, layoff, and termination.

II. Hiring

Upon employment by this School, all employees are required to complete any and all necessary financial forms and benefit applications as deemed necessary by the School Leader or by his or her designee.

Employment qualifications as stated by an employee or prospective employee on an employment application or related information may be verified, and falsification of such information may jeopardize an employee's standing with this school or a prospective employee's likelihood of being hired.

III. Regular Full-Time and Temporary Employment

Employees may be hired as regular full-time employees, and as such will be placed on the School's payroll; will be eligible for all benefits as described in this manual, and will accrue leave as described in this manual.

The School also may hire part-time staff. Part-time staff are those who are employed for less than 40 hours per work week. Part-time employees are not eligible for benefits or leave accruals as stated in this manual, unless specially arranged and provided for by the School Leader as a condition of employment. Time off work without pay for part-time employees may be granted by the School Leader or his or her designee.

IV. Adjustments To Employee Status

The School Leader may at any time, but for specified reasons, adjust the salary, benefits (excluding any benefits required by law to be provided), leave accruals, titles, privileges, or other personnel policies for any employee either upwards or downwards, within parameters established by the Board of Trustees. Adjustments to employee status may be based upon, but in no way are restricted to, promotions, demotions, changes in job duties, disciplinary actions, and performance adjustments.

V. Phasing-Out And Elimination Of Positions

From time-to-time, it may be necessary to phase-out or eliminate certain positions previously established within the school. An orderly process will be established by the school to guide such phase-out or elimination of positions if necessary.

Anyone whose employment with the School is terminated because their position is eliminated or phased-out is entitled to compensation for accrued and unused leave as eligible and described in the chapter of this manual entitled "Time And Attendance."

VI. Unauthorized Absence

An employee who is absent for a period of at least three days without notifying the School Leader will be considered to have resigned without giving the required two-week notice (see Section VII of this chapter), with such resignation effective on the initial date of absence. The determination of unauthorized absence will be made by the School Leader.

If an employee is absent unauthorized as described above, that employee will forfeit compensation for any unused accrued vacation leave as described in the chapter of this manual entitled "Time And Attendance," unless an exception is made by the School Leader. Such an employee will remain eligible for any salary due.

VII. If You Must Leave Us

Resignation

An employee who wishes to resign is required to give to the School Leader, in writing, a minimum of two weeks notice prior to the desired resignation date, unless an exception is made by the School Leader.

Regular full-time employees who resign in accordance with the provisions of this section may be provided with compensation for accrued and unused leave as described in the chapter of this manual entitled "Time And Attendance."

If an employee fails to give a minimum of two weeks notice prior to the desired resignation date, that employee shall forfeit compensation for any unused accrued vacation leave he or she may have, unless an exception is made by the School Leader. Such an employee remains eligible for any salary due.

Termination

All employees serve at the will of the School Leader, and the authority to terminate an employee is vested with the School Leader or his or her designee, and may include but is in no way limited to a decision based upon a violation of any of the policies, procedures, regulations, or restrictions set forth in this manual.

Terminated regular full-time employees eligible to accrue vacation leave may be provided compensation for accrued vacation leave as described in the chapter of this manual entitled "Time and Attendance."

TIME AND ATTENDANCE**I. Work Days and Work Week**

Unless otherwise provided for or as approved by the School Leader, all employees are required to work a minimum of 8 hours each day, Monday through Friday, and a minimum total of 40 hours each week. Unless otherwise provided for by the School Leader, all employees are expected to work at least from 8:30 a.m. to 5:15 p.m. each work day. Additionally, classroom instructional staff are expected to work such hours that ensures the timely start of the School day, an orderly process for ending the school day, and sufficient interaction with other instructional staff and administrators to help support the educational mission of the school.

A 45-minute non-working lunch break may be taken by each employee each day, around which the minimum daily work hour requirement must be met.

No time used for any personal endeavor within the work day is to be counted towards the daily or weekly minimum work hour requirements. Further, any employee wishing to engage in such personal activities must receive the prior approval of the School Leader or his or her designee.

II. Pay Periods

Pay periods are two weeks (14 calendar days) in length, and run from Monday through the second Friday. All regular full-time employees are subject to a lag payroll equal to one pay period. Other employees, subject to a determination by the School Leader, also may be subject to the lag payroll.

BENEFITS: PAID LEAVE**I. Vacation Leave*****Administrative Staff: Accrual***

Unless otherwise provided for or as approved by the School Leader, Vacation Leave for regular full-time administrative employees – where "Administrative employees" includes all non-instructional staff – shall be accrued as follows:

Each employee is granted up to ten days of paid Vacation Leave per year, with one day of Vacation Leave accrued at the end of each of the first ten calendar months every year of employment.

No accrual of Vacation Leave will occur for a new employee before that employee has completed five full calendar months of employment, at which time such employee will be granted five days of Vacation Leave, and then will begin the stated pattern of accrual.

Unused vacation leave may be rolled-over from year to year, with a maximum accumulation of twenty days.

Administrative Staff: Use

Unless otherwise provided for or as approved by the School Leader, Vacation Leave is to be used by regular full-time administrative employees in accordance with the following provisions:

Vacation Leave may be used for any purpose of an employee's choosing. Vacation Leave is time off of work with pay.

Unless an exception is made by the School Leader, all employees must request of the School Leader the use of accrued Vacation Leave, and the granting of such leave is conditional upon the approval of the School Leader or his or her designee. Denial of a leave request may consist solely of the fact that School is in session for the time period requested.

Vacation Leave is to be used in increments of one-half work day, except as provided below.

Any employee whom the School Leader has determined to be eligible to accrue "Comp" Time Leave (see Section VII) may use accrued Vacation Leave in increments of one-half (0.5) hour.

Instructional Staff

Vacation Leave for regular full-time instructional employees – where "instructional employees" includes all classroom teaching staff and aides – shall be provided only when classes are not in session, and is time off work with pay. The School Leader will annually prepare the school session calendar, noting which days instructional staff are not expected to report. For the school year ____, such Vacation Leave shall include the following 40 days (8 weeks):

1. One day in September (__th);
2. One day in November (__th);
3. Nine days in late December / early January (Dec. __ - __; Jan. __ - __)
4. Four days in February (__th - __th);
5. Three days in April (__th - __th);
6. Two days in June (__th - __th);
7. Nine days in July (__th - __th);
8. Eleven days in August (__th - __th).

II. Holiday Leave

In addition to the eight weeks of Vacation Leave provided as noted, the School shall observe official government holidays, and school will be closed and all staff will not be expected to report to work. For the school year, this includes the following ten Holidays: Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King Jr. Day, Presidents Day, Memorial Day, and Independence Day.

Any staff member is free to choose to work any of these Holidays, conditional upon prior approval of the School Leader. Only employees determined to be eligible to accrue "Comp" Time Leave (see Section VII) shall be able to receive any compensation for this extra work, and such compensation shall be in the form of accrued Comp Time Leave.

III. Weather Days and Other Closures

The school may be closed due to inclement weather or other situations. An orderly process for notification of public media outlets and, if practical, parents shall be developed and implemented if necessary. At the discretion of the School Leader, any

classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days to what was scheduled to be the end of the school year.

IV. Personal Leave

Accrual

Unless otherwise provided for or as approved by the School Leader, Personal Leave for regular full-time employees shall be accrued as follows:

- Each employee is granted three days of Personal Leave on September 1 of each year to be available for use over the following 12 months.
- Employees hired after September 1 in any given year are granted a *pro rata* portion of the three days of Personal Leave for that 12-month period immediately upon the first day of employment, rounded up to the next highest ½-day increment.
- Unused Personal Leave may not be rolled-over from year to year.

Use

Unless otherwise provided for or as approved by the School Leader, Personal Leave is to be used by regular full-time administrative employees in accordance with the following provisions:

Personal Leave may be used for purposes determined by the employee (appointments, errands, etc.) but is not to be used as a substitute for or as a supplement to Vacation Leave. Personal Leave is time off work with pay.

Unless an exception is made, all administrative employees must request of the School Leader the use of Personal Leave, and the granting of such leave is conditional upon the approval of the School Leader or his or her designee.

Instructional employees shall make every reasonable attempt to use Personal Leave only when the use of such leave would not conflict with classroom instruction time.

Personal Leave is to be used in increments of one-half work day.

Any employee whom the School Leader has determined to be eligible to accrue "Comp" Time Leave (see Section VII of this chapter) may use accrued Personal Leave in increments of one-half hour.

V. Sick Leave

Accrual

Unless otherwise provided for or as approved by the School Leader, Sick Leave for regular full-time employees shall be accrued as follows:

- Each employee is granted five days of Sick Leave on September 1 of each year.
- Employees hired after September 1 in any given year are granted immediately upon the first day of employment a *pro rata* portion of the five days of sick leave for that school year, rounded up to the next highest ½-day increment.
- Unused sick leave may not be rolled-over from year to year.

In the case of extended illness or justifiable depletion of available accrued sick leave, additional sick time may be granted at the discretion of the School Leader. The School Leader retains the right to require the use of other accumulated leave, the enactment of Medical Leave, and/or the granting of leave without pay prior to the granting of additional sick leave (see also Section VII, "Medical Leave").

Use

Unless otherwise provided for or as approved by the School Leader, Sick Leave is to be used by regular full-time employees in accordance with the following provisions:

Sick Leave is to be used only in the event of illness of the employee, or of the employee's immediate family, and for no other purpose. Misuse of Sick Leave is cause for termination of employment. For the purposes of this section, "immediate family" is defined as a spouse, child, sibling, parent, grandparent, any other relative permanently residing with the employee, or any other person as defined by the School Leader.

Notice of absence from work due to illness should be provided to the School Leader or his or her designee by 6:00 a.m. on the day of illness, if possible, or as soon thereafter as is reasonable, allowing reasonably enough time for the School Leader to find a substitute teacher, in the instance of instructional employees, or temporary help, in the instance of administrative staff.

When possible, such as in the event of foreseeable extended illnesses and planned medical procedures, advance notice of the use of Sick Leave should be given to the School Leader or his or her designee.

Notice of total Sick Leave used should be provided to the School Leader or his or her designee upon an employee's return to work. Sick Leave shall be used in increments of one-half work day.

VI. Overtime and Compensatory Time Leave***Exempt Employees***

Exempt Employees, as defined by law or other regulation and including all instructional employees, are not eligible to automatically earn compensatory time leave ("Comp" Time Leave) because of working more than the required minimum work day or minimum work week. Although all hours worked should be noted on an employee's time sheet, Exempt Employees will not be paid for such "overtime."

Non-Exempt Employees

Non-Exempt Employees, as defined by law or other regulation, are eligible to earn overtime pay. "Overtime" is defined as any time outside of normal and required business hours when a Non-Exempt Employee works at the express request of his or her supervisor. Non-Exempt Employees may not work overtime unless they receive the express prior approval of the School Leader.

For each half hour of approved overtime worked in a given week, Non-Exempt Employees will be compensated for any at a rate of time-and-a-half, earning one and one-half hours of available time off for each hour of approved overtime worked.

VII. Medical Leave of Absence

Employees who have completed at least ninety (90) days of continuous employment with the school are eligible for an unpaid Medical Leave of Absence due to illness, injury, or pregnancy-related disability. Employees may request a Medical Leave of Absence by providing the School Leader or his or her designee with a written notice of their disability, including a doctor's certificate stating the nature of the disability, the date until which the employee will be able to work, and the expected date of return to work.

Medical Leaves of Absence will be granted for a period of up to one month, but may be extended with the approval of the School Leader on a month-to-month basis for a maximum of three months. An employee wishing an extension of a Medical Leave of

Absence must submit to the School Leader a written request prior to the beginning of each month with proof of continued disability from an attending health care provider.

The School will continue to provide health insurance coverage for any employee on an authorized Medical Leave of Absence through the first full calendar month from the date that the Leave began. After that period, employees may continue health insurance coverage by making arrangements with the school for payment of the appropriate monthly premium.

Employees on Medical Leaves of Absence should provide the school with at least one week's written notice of their intended return to work. Included in this notice should be a doctor's certification stating the ability to return to work. The school reserves the right to require a medical examination by a physician of the school's choosing prior to an employee's resumption of duties.

The School will make a reasonable effort to return an employee on a Medical Leave of Absence to the same or similar job as held prior to the Leave upon his or her return to work, subject to staffing needs and school needs that may exist.

An employee's continued absence from work beyond the Leave granted, without other arrangement made with an approved by the School Leader, will be deemed a voluntary resignation from employment.

VIII. General Leave With Or Without Pay

General Leave with or without pay may be granted at the discretion of the School Leader according to an orderly process established for such purpose.

IX. School Leader

Leave policies for the School Leader differ from that offered to other employees, subject to a determination by the Board of Trustees and applicable laws.

X. Jury Duty

Full-time employees who are called to serve on a jury panel will be eligible to receive \$15.00 per day for the first three days of jury duty. Thereafter, for the extent of the jury duty, employees will be granted unpaid leave. Subject to the approval of the School Leader or his or her designee, an employee may request the use of accrued leave of any type instead of or in combination with the leave provisions noted in this section.

Any employee called to jury duty should present to the School Leader a copy of his or her jury duty papers as soon as they are received. Leave arrangements may be made as soon as possible thereafter.

XI. Statement Of Leave Status

Statements of the status of each employee's accrual and use of leave may be provided periodically to that employee by the School Leader or by his or her designee. Any employee may request of the School Leader a status report on his or her leave use to date, available leave accruals, or similar information, at any time.

XII. Other Leave

The School Leader retains the right to at any time declare a "School Holiday," whereby classes shall be canceled and employees will be granted a day off work with pay

without charge to any leave accruals. The declaration of a "School Holiday" shall be communicated by the School Leader to all employees, students, and parents.

XIII. Unused Leave Accruals

Unless otherwise provided for or as approved by the School Leader, no payment will be made as compensation for unused Sick or Personal Leave remaining at the time of an employee's resignation or termination, or if an employee is dismissed because he or she holds a position that is phased-out or eliminated. For instructional employees, no payment will be made as compensation for Vacation periods falling after the date of resignation or termination.

Administrative employees who resign, are terminated, or are in positions that have been eliminated or phased-out and are dismissed are eligible to be compensated for a maximum amount of accrued but unused Vacation Leave, as determined by the School Leader.

BENEFITS: INSURANCE

I. Medical Insurance

The School Leader or his or her designee will select a medical insurance plan, which may include more than one option of provider or provider networks, that the school will provide to each full-time regular employee. Employee co-payment for health care coverage will be required, and will vary depending upon the level of coverage selected by the employee (individual; individual plus spouse; family; etc.). Employee contributions for health care coverage will be automatically withheld from employee paychecks, in an amount in accordance with a schedule maintained by the School Leader or his or her designee.

II. Dental Insurance

The School Leader or his or her designee will select a dental insurance plan that the school will provide to each employee. The school will fully cover the costs of an individual or family plan.

III. Life Insurance

The School Leader or his or her designee will select life insurance and long-term disability insurance policies that the school will provide to each employee, in an amount and of a type determined by the School Leader and in accordance with applicable law.

IV. Vision Care

The School Leader or his or her designee may select or devise a vision care plan that the school will, if developed, provide to each employee, in an amount and of a type determined by the School Leader and in accordance with applicable law.

V. Workers' Compensation Insurance

Injury resulting from accidents that occur while performing official duties on behalf of this school are covered by workers' compensation insurance. Any employee who suffers an injury as a result of such an accident must file a report with the School Leader or his or her designee as soon as possible. Such employee is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

VI. Disability Insurance

The School carries short-term disability insurance in accordance with New York State law. Such insurance allows payment in the event of certain injuries, illnesses or other disabilities occurring outside of the workplace, including pregnancy. Any employee wishing to claim disability pay must file appropriate reports and forms with the School Leader or his or her designee. Such employee also is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

VII. Declination of Insurance Benefits

Any employee who wishes not to accept any of the insurance benefits offered by the school is required to submit such a request in writing to the School Leader or his or her designee.

BENEFITS: OTHER BENEFITS

I. Retirement

Upon determination by the Board of Trustees, the School may submit an application join the Teachers Retirement System and the New York State and Local Employee Retirement System, and if accepted, all teachers, substitute teachers, business administrators, guidance counselors, nurse teachers, and teacher assistants shall be eligible for membership in the System.

The School will assume all obligations of participating employers as determined by the System, including liabilities for employer payments and recordkeeping.

II. Deferred Compensation

The School may, subject to approval by the School Leader and the Board of Trustees, offer a deferred compensation (403(b)) program either just to employees who are not eligible to join the Teachers Retirement System or to all employees. Under such program, employees may opt to defer a portion of their current gross pay, having that portion of pay invested in accordance with applicable federal and state guidelines governing deferred compensation programs and with procedures established by the School Leader.

Employees may join the deferred compensation program only on the first pay day in September or on the first pay day in March, and the amount of income to be deferred must be the same for each pay period throughout that half school year. Employees may opt out of the program at any time, subject to sufficient notification to the School Leader or his or her designee.

In accordance with federal guidelines, employees are subject to a maximum limit per year on deferred compensation. Employees shall take every reasonable precaution to ensure that the per-paycheck amount of income requested to be deferred will not cause such limits to be exceeded in any given year.

III. Tuition Payments

The School may make payments relating to the continuing education of its employees. Such payments shall be for tuition costs, professional development expenses, and similar fees.

An employee shall submit a request for tuition or other payments in advance and in writing to the School Leader, and such request shall include a declaration of how such education or training will benefit the school. Payments shall be authorized to be made only upon approval of this request by the School Leader. Payment by the school for such employee education or training can range up to full payment, depending upon factors including but not limited to a determination by the School Leader of how beneficial the requested education will be to the school, relevance to job performance, and the percentage coverage requested by the employee. Total payments for an employee may be subject to an annual limit.

IV. Unemployment Compensation

This School contributes to the Unemployment Compensation plan administered by the State of New York.

V. School Leader's Benefits

The insurance coverage and benefits package offered to the School Leader may differ from that offered to other employees, subject to a determination by the Board of Trustees, and consistent with applicable state, federal, or other laws.

VI. Reservation of Rights

This school reserves the right to alter the benefits package made available to employees at any time, consistent with all applicable laws. Each employee will be notified of any alteration in the benefits package.

REIMBURSEMENTS

I. Travel

Employees are eligible for reimbursement from the School for expenses incurred while in travel status on official business for the school. To be eligible for travel expense reimbursement, travel status must be approved and granted by the School Leader or his or her designee. All requests for travel reimbursement must appear on a form provided by the School Leader or his or her designee for such purpose.

Unless otherwise provided for by the School Leader, all employees traveling on approved business are required to abide by the following guidelines:

Transportation

The most reasonable mode and class of travel – considering factors such as cost, time efficiency, and convenience – should be selected by each employee at all times. All such expenses must be listed on a form provided by the School Leader for such purposes.

Lodging

Reasonable charges for lodging while in approved travel status will be paid by the school, subject to the approval of the School Leader. Other reasonable related lodging expenses, such as business telephone call charges, also may be paid by the school. An attempt to acquire the most reasonable rates for appropriate lodging-related expenses should be made by such employees, and all such expenses must be listed on a form provided by the School Leader for such purposes.

Meals

To be eligible for reimbursement for the cost of meals, an employee must be in approved travel status and is subject to any restrictions established by the School Leader.

Employees seeking reimbursement for meal expenses must list on a form provided by the School Leader all reasonable and appropriate expenses.

II. Mileage

Business Use of Personal Vehicle

Employees are eligible for reimbursement from the school for business use of their personal vehicle while in travel status on official business for the school. To be eligible for travel expense reimbursement, travel status must be approved and granted by the School Leader or his or her designee. Regular commuting time and mileage is not to be reimbursed. Reimbursement for approved and authorized travel shall be at the IRS and/or state rate as determined by the School Leader. All requests for travel reimbursement must be listed on a form provided for such purpose, unless an exception is made by the School Leader.

Personal Use of School Vehicles

Employees are liable for reimbursement to the school for personal use of an vehicle owned, leased, or otherwise provided by the school. Such liability to the school shall reflect the IRS and/or state rate as determined by the School Leader. Any employee incurring such liabilities is required to reimburse the school in full by the end of the calendar month immediately following the month in which such liabilities were billed to the employee, unless an exception is made by the School Leader.

Personal mileage incurred by an employee on an vehicle owned, leased, or otherwise provided by the school must be documented on a form provided for such purpose by the School Leader, unless an exception is made by the School Leader.

III. Personal Telephone Calls

Employees shall not charge personal long-distance telephone calls to the school, unless an exception is made by the School Leader. Employees are liable for the costs of any personal phone calls he or she may make which are billed to the school.

IV. Other Reimbursements

Employees are eligible for reimbursement from the school for business expenses paid with their personal funds. All such expenses, if anticipated in advance, must be approved by the School Leader or his or her designee. Requested reimbursement for such expenses must be specified in writing to the School Leader or his or her designee. Such request must list each expense, and receipts (or copies of receipts) for each item must be attached to the request.

The final decision on whether to reimburse an employee for any such expenses is vested with the School Leader or his or her designee.

V. School Credit Cards

Any employee who is authorized to use a school credit card is not allowed to charge personal expenses of any kind on the card, unless an exception is made by the School Leader. Each employee charging any purchases to the school credit card is required to provide to the School Leader or his or her designee timely accounting of such charges, including all necessary receipts and justification for such expenditures.

SEXUAL HARASSMENT

I. School Policy

It is the policy of this school to prohibit sexual harassment from occurring in the workplace or at any other place where a School-sponsored event takes place. The purpose of this policy is not to regulate personal morality, or to encroach on employees' personal lives, but to demonstrate this school's commitment to maintaining a workplace environment that is free of harassment of and by its employees.

It is the responsibility of all management and all employees to assure that this policy is understood, implemented, and adhered to without exception.

II. Defining Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal, physical, or visual conduct of a sexual nature constitute harassment when:

- Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment with this school;
- Submission to or rejection of such conduct by an employee is used as the basis for an employment decision affecting that employee; or,
- Such conduct has the purpose or the effect of unreasonably interfering with an employee's work performance, or of creating an intimidating, hostile, or offensive work environment.
- Sexual harassment may include such actions as: repeated offensive or unwelcome sexual flirtations and advances; verbal comments, jokes, or innuendo of a sexual nature; words or gestures of a sexual nature used to describe a person or depict a situation; or the display of sexually suggestive objects or pictures.

III. Investigation and Remediation

If an employee believes that he or she has experienced sexual harassment, or believes that he or she has witnessed sexual harassment, that employee should immediately notify the School Leader, his or her designee, or any other school official with whom that employee feels comfortable.

All reports of sexual harassment will be promptly investigated by the School Leader, or his or her designee who is not involved in the alleged harassment, and will be kept confidential to the extent possible.

If an investigation confirms that harassment has occurred, the School Leader, as directed by the Board of Trustees, shall take appropriate corrective action which may, upon a determination by the School Leader, include, but not be limited to, an official memorandum in an employee's personnel file, salary adjustment, or the termination of the offending employee.

No employee shall be subject to employment-based retaliation, intimidation, or discipline as a result of making a complaint of sexual harassment. However, disciplinary action up to and including termination also may be taken against anyone who knowingly makes a false, meritless, or malicious claim of sexual harassment.

EVALUATIONS AND PROBLEM-SOLVING PROCEDURES

I. Employee Evaluations

Written evaluations of employees may be performed annually, on or about an employee's anniversary date or on or about a fixed annual date, subject to a determination by the School Leader. Evaluations will be conducted by the School Leader or his or her designee, with input from an employee's immediate supervisor, if applicable. These evaluations will be maintained in the personnel file for each employee.

The format of the evaluation will be determined by the School Leader. Such evaluation may include: the date of the evaluation, the time period covered by the evaluation, and an assessment of the employee's work performance during that time period. The employee will be notified of any changes in salary, whether up or down, that are warranted based on this evaluation.

Written evaluations as described above need not be performed for officers of the school upon a determination of the Board.

II. Problem-Solving Procedures

Any employee wishing to formally complain about a procedure, action, or directive of another employee or supervisor should notify his or her supervisor or the School Leader at the employee's discretion, as soon as possible after such procedure, action, or directive has occurred. The School Leader or his or her designee shall be the investigator and final arbiter of all such grievances.

In the event that the complaint involves a procedure, action, or directive of the School Leader, an employee may file a written complaint with the President of the Board of Trustees. In such instances, the President of the Board of Trustees or his or her designee will be the investigator and final arbiter of the complaint.

MISCELLANEOUS

I. Confidentiality

Employees of this school shall not, in any way, release any information about this school, its activities, or the activities of its personnel except as normally required by their duties, expressly permitted by the School Leader, and in conformity with the requirements of applicable Freedom of Information laws.

No employee shall publish, disclose, or use, or authorize anyone else to publish, disclose, or use, or in any way cause to be published, disclosed, or used, any private or proprietary information which such employee may in any way acquire, learn, develop, or create by reason of employment with this school, unless otherwise provided by the School Leader. Any document or other material containing such information is required to be returned to the School Leader upon an employee's termination or resignation.

II. Personnel Inquiries

No one in this school other than the Board of Trustees, School Leader, or a designee is authorized to respond either verbally or in writing to personnel inquiries of any type about any employee of this school.

III. Return Of Office Materials

An employee who is terminated or who resigns must return all office keys, identification, security cards and codes, and office materials and supplies in such employee's possession to the School Leader. No information or copies of information, including but in no way limited to files, memos, computer-stored items, lists, Rolodex items, or other similar information, may be taken by such employee without the express permission of the School Leader.

IV. Ban On Acceptance Of Gifts

The School Leader and other school employees are not permitted to accept gifts of any kind of a value exceeding five dollars (\$50.00) – including but not limited to money, goods, food, entertainment, or services – directly or indirectly from: (a) individuals, schools, or companies serving as vendors or potential vendors for this school; (b) elected officials or their representatives; (c) candidates for public office or their representatives; or (d) political party officials or their representatives. Exceptions may be made by the School Leader, including in instances where such gifts intended for and will be used by the school. Offers of such gifts in excess of \$50.00, even when refused, must be communicated immediately by the employee receiving such an offer to the School Leader.

V. Change Of Personnel Status

Employees are required to notify as soon as possible the School Leader and any other person designated by the School Leader of any change in name, family status, address, telephone number, or other information affecting personnel data held or used by this school.

VI. Examination Of Personnel Files

Any employee may examine his or her personnel file(s) at any time but only in the presence of the School Leader or his or her designee. Such employee may take written notes about the contents of the file, and may add comments for inclusion in the file at any time. No personnel file is to be removed from the office unless expressly provided for by the School Leader or his or her designee.

VII. Copyrights

Copyrights, payments and/or royalties which occur as a result of a project of any employee or employees of this school remain the property of the school. The School Leader may assign copyrights, royalties, or other payments to the author or authors or project participants.

APPROVED:

School Leader Date

CERTIFICATION OF RECEIPT OF PERSONNEL MANUAL BY EMPLOYEE

I have received a copy of the school's *Personnel Manual* and understand that I am responsible for becoming familiar with the policies described in it. I understand that the information contained in it represents management guidelines only, which may be

modified from time to time. I understand that neither the Manual's policies nor any representations made by a management representative, at the time of hire or subsequently, are to be interpreted as a contract between the school and any of its employees. I further understand that my employment is voluntarily entered into, that I am free to resign at any time and that the Foundation may terminate the employment relationship whenever it determines that it is in its best interest to do so.

Employee Signature

QUALIFICATIONS FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

The KIPP Tech Valley Charter School will ensure that all personnel meet any applicable certification requirements specified under the New York Charter Schools Act, but generally will not impose any certification requirements beyond what is mandated by law.

Outlined below are the qualifications the school seeks in candidates for the School Leader, teachers, and other school employees. A single individual may assume the responsibilities of multiple positions, which especially may be appropriate in the initial years of the school's operation.

SCHOOL LEADER

Responsibilities

- Provide leadership and direction to staff (including business manager, consultants, secretary/administrative assistant, and all teachers)
- Hire, evaluate, and terminate staff
- Administer scheduling, enrollment and curriculum
- Facilitate parent education and involvement
- Make formal reports to the Board of Trustees and charter entity
- Implement and follow policies and procedures
- Provide a safe environment for learning
- Ensure proper budgeting, accounting, auditing, and financial planning

Qualifications

- Demonstrated successful leadership in a senior administrative position in a public or private school, preferably but not necessarily as a school leader;
- Demonstrated successful teaching experience;
- Exhibited leadership in working with professional staff, students, and the community;
- Agreement with the academic goals and philosophy of the charter school;
- Demonstrated willingness to implement merit pay approach for teachers;
- Commitment to accountability, including a rigorous student testing regime;
- Demonstrated success in encouraging parental involvement.

BUSINESS MANAGER

Responsibilities

- Coordinate all financial transactions, including revenue activities, expenditures, record keeping, reporting, auditing, etc.
- Coordinate all administrative transactions, including the provisions of personnel services, record keeping, reporting, inventory, purchasing, etc.
- Coordinate the collection of any data required for the preparation of reports to the chartering entity and other appropriate bodies.

Qualifications

- Demonstrated organizational skills;
- Prior experience in an operations manager position.

TEACHERSResponsibilities

- Maintain and enrich their expertise in the subject area they will teach;
- Develop lesson plans that ensure the attainment of state learning standards and the additional specific grade-by-grade learning standards set forth in the charter;
- Coordinate lesson plans with other teachers to maximize possibilities for teaching similar topics in the same general time frame, thus reinforcing student knowledge on an interdisciplinary basis;
- Provide direct and indirect instruction;
- Long and short-term planning addressing individual needs of students;
- Prepare students adequately for all required assessments;
- Evaluate students' progress;
- Prepare monthly individual student achievement reports for parents;
- Provide an inviting, exciting, innovative, learning environment;
- Engage in effective and appropriate classroom management
- Report directly to the School Leader;
- Perform other duties, as deemed appropriate, by the School Leader.

Qualifications

- Demonstrated expertise in the subject they will teach, as evidenced by personal skills and knowledge, an undergraduate major or minor or graduate degree in the subject they will teach, or direct subject-area teaching experience;
- If not covered by any of the exemptions provided under New York's charter-school law, possess any required state teaching certification and meet any other applicable credentialing requirements.
- Demonstrated experience working with young children (examples include, but are not limited to: parenting, babysitting, involvement with community youth organizations, supervisory roles in the Boy Scouts or Girl Scouts, and mentorships);
- Demonstrated communication skills;
- Demonstrated ability to engage the interest of young children;
- Flexibility and sense of humor;
- Demonstrated ability to work with diverse children, including those with special needs;
- Teaching experience in a public or private school, preferably in an urban setting;
- Demonstrated ability to work well with parents;
- Demonstrated ability to work effectively as a team member;
- Demonstrated ability to evaluate tests and measurements of achievement; and
- Demonstrated willingness to be held accountable for student results.

SPECIAL EDUCATION COORDINATOR & SPECIAL EDUCATION TEACHERResponsibilities

- Provide direct and indirect instruction;
- Long and short-term planning addressing individual needs of students;
- Evaluate students' progress;
- Teach a multi-model approach;
- Provide an inviting, exciting, innovative, learning environment;
- Establish and maintain classroom management procedures;
- Report to the School Leader;
- Prepare written reports accurately and submit in a timely manner;
- Effectively communicate with teachers, parents, and administrators to facilitate the IEP process;

- Effective consultation with parents, students, teachers, and administration;
- Effective professional liaison between school and home when necessary;
- Remain current on rules set forth in special education law and regulations;
- Maintain privacy of student records and information

Qualifications

- Appropriate state certification as a special education teacher and any other credentialing required and applicable;
- Demonstrated ability to communicate and work effectively with parents;
- Demonstrated ability to adapt to individuals specific needs;
- Demonstrated ability to adapt to differences and changes in characteristics of students, programs, leadership, staff, and community;
- Demonstrated ability to utilize varied teaching methodologies to accommodate students' unique learning styles;
- Demonstrated ability to evaluate tests and measures of achievement;
- Demonstrated ability to work effectively as a team member.

PARAPROFESSIONALS/CLASSROOM AIDE

Responsibilities

- Work with teachers to address the individual needs of students;
- Provide an inviting, exciting and innovative, learning environment;
- Demonstrated ability to relate the young children;
- Use materials effectively and keep lesson focused on objective;
- Keep students on task and give feedback about performance;
- Other duties may be determined.

Qualification

- Applicable credentialing requirements;
- A minimum of 2 years of successful experience as an aide in a classroom setting, or equivalent;
- Demonstrated ability to communicate and work effectively with staff and parents;
- Ability to adapt to constantly changing needs; and,
- Demonstrated ability to work with a diverse student population.

ADMINISTRATIVE ASSISTANT/SECRETARY

Responsibilities

- Maintaining attendance records;
- Assisting in purchasing, transportation, travel arrangements, and field trips;
- Performing scheduling duties;
- Collecting data required for the preparation of reports to the chartering entity and other appropriate bodies;
- Answering phones;
- Welcoming parents, children, and guests to the school;
- Coordinating mailings and copying;
- Other duties, as assigned.

Qualifications

- Demonstrated organizational skills;
- Prior experience in an administrative assistant position;
- Demonstrated ability to relate well to adults and children.

KIPP:TECH VALLEY CHARTER SCHOOL

The Knowledge Is Power Program (K.I.P.P.)
New York State Charter School Application

EXHIBIT H - APPENDICES

APPENDIX I KIPP LICENSING AGREEMENT

(From Attachment 9A) If the charter school would be established in conjunction with a for-profit entity (including but not limited to a management company) or a 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 for the contract's renewal and all provisions for termination; and
 - copies of the last two contracts that the management company has executed with operating charter schools (in New York and other states) and, if applicable, the status of those charter schools' application for tax-exempt status under section 501(c)(3) of the Internal Revenue Code.
-

KIPP Tech Valley Charter School will be established in conjunction with KIPP National. KIPP National is a non-profit support organization and therefore, does not manage the School. The only legal agreement that KIPP National will have with KIPP Tech Valley Charter School is a licensing agreement that allows the School to use the "KIPP" name and the KIPP identifier. By signing this agreement, the Founders of KIPP Tech Valley Charter School are given full privileges to use the "KIPP" name and are immediately plugged in to a system of super-achieving schools, all of which have the same mission: *to provide educationally underserved students with the knowledge, skills, and character needed to succeed in top-quality high schools, colleges, and the competitive world beyond.*

The reasoning behind the freedom given to the School Leader is simple: *The Power to Lead* is one of KIPP's Five Pillars of school success. The leaders of all KIPP Schools are effective academic and organizational leaders who fulfill the role of Chief Executive Officer of the school. KIPP believes, "There are no great schools without great leaders." All KIPP School Leaders have full control over their school budget and personnel. They are free to swiftly move dollars or make staffing changes, in order to be most effective in helping students learn. KIPP National does not manage any of its schools or school leaders, instead, it achieves *greater results* by recruiting, selecting and training only the very best school leaders in the country (less than 5% of all applicants are awarded Fisher Fellowships) and providing them with all of the resources of KIPP National in an effort to deliver outstanding results.

While a licensing agreement has yet to be signed, it will be nearly identical to the agreements used at all of the thirty-two KIPP schools across the country. A letter from KIPP

National setting and a copy of the licensing agreement for KIPP STAR College Preparatory Charter School in Harlem, New York, follows on the next pages.

Additionally, all KIPP Schools are provided with a line of credit with a maximum limit of \$15,000. School Leaders have access to this resource through a credit card issued by the Foundation at the beginning of the School Leadership Program. School Leaders are free to procure the necessary supplies, equipment and resources necessary in the planning and start-up phases of school start-up. Typical charges include, but are not limited to phone calls, business meals, photocopying fees, travel costs, and other equipment costs. This line of credit expires four months after school startup when the full balance becomes due to the Foundation.

KIPP:National

November 13, 2003

James D. Merriman
 Executive Director
 Charter Schools Institute
 State University of New York
 74 North Pearl Street, 4th Floor
 Albany, NY 12207

Re: KIPP Tech Valley Charter School Application;
Response to Request for Amendment No. 8

Dear Mr. Merriman:

As requested in SUNY's November 5, 2003 Response 1(b) to KIPP Tech Valley Charter School's Request Number 8, this letter will confirm that any trademark license agreement between the KIPP Foundation and KIPP Tech Valley Charter School will:

- Set forth in that license agreement, with reasonable specificity, the services that KIPP Foundation will provide to this school if it receives a charter.
- The level of specificity in any license agreement between the KIPP Foundation and KIPP Tech Valley Charter School, with respect to the description of services to be provided by the KIPP Foundation, will be commensurate with the terms of the extant license agreement between the KIPP Foundation and KIPP STAR College Preparatory Charter School.

A copy of the final, executed KIPP STAR College Preparatory Charter School trademark license agreement is attached hereto.

Thanks for your ongoing courtesy and cooperation with this charter application.

Very truly yours,



Matt Candler
 Vice President, School Development

Knowledge Is
 Power Program

www.kipp.org

345 Spear Street
 Suite 510
 San Francisco, CA 94105
 Tel. 415-399-1556
 Fax 415-348-0588

235 Peachtree Street
 Suite 900
 Atlanta, GA 30303
 Tel. 404-223-2470
 Fax 404-223-2299

10711 KIPP Way
 Houston, TX 77099
 Tel. 832-328-1051
 Fax 832-328-1093

270 East 137th Street
 Suite 205
 Bronx, NY 10451
 Tel. 718-402-2922
 Fax 718-402-1237

TRADEMARK LICENSE AGREEMENT

between

KIPP FOUNDATION

and

KIPP STAR COLLEGE PREPARATORY CHARTER SCHOOL, INC.

This TRADEMARK LICENSE AGREEMENT (the "Agreement") is entered into as of July 1, 2003 ("Effective Date") by and between KIPP Foundation, a California public benefit corporation ("Licensor" or "KIPP"), and KIPP STAR College Preparatory Charter School, Inc. ("Licensee" or "the School"), a New York not-for-profit organization established to operate a public school.

RECITALS

Licensor was established to create and support schools that provide educationally underserved students with the knowledge, skills and character needed to succeed in top-quality high schools, colleges and the competitive world beyond. KIPP's educational philosophy is implemented through adherence to its Five Pillars:

1. **High Expectations.** KIPP schools will have explicitly defined and observable high expectations for academic achievement and conduct that make no excuses based upon the background of students. Teachers, parents, students and staff must create and reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior.
2. **Choice and Commitment.** Students, parents and the faculty at KIPP schools must make the choice to be at those schools. No one shall be assigned or forced to attend a KIPP school, and everyone must make and uphold a commitment to the school and to each other to devote the time and effort required to achieve success.
3. **More Time on Task.** KIPP knows that there are no shortcuts when it comes to helping educationally disadvantaged students achieve academic success. A longer school day, a longer school year, and summer school mean more time for students in KIPP schools to acquire the knowledge and skills, as well as the extracurricular experiences, that will prepare them for competitive high schools and colleges.

4. **Power to Lead.** The principals of KIPP schools must be effective academic and organizational leaders vested with control over their school budget and personnel.
5. **Focus on Results.** KIPP schools must be relentlessly focused on results: student performance on tests and other objective measures; results that do not invite excuses based on demographics; and achievement that enables KIPP students to compete at the nation's best high schools and colleges.

Licensors and its predecessors in interest have used the trademarks KIPP, KIPP ACADEMY and KNOWLEDGE IS POWER PROGRAM in connection with educational services since at least January 1994, and Licensor currently has design mark applications pending for KIPP®; Licensor owns U.S. Federal Registration No. 2,347,241 and Application Serial Nos. 75/895,295 and 75/927,180; and Licensee desires to use the Marks in connection with non-profit educational activities in the territory identified herein; and

Licensors and Licensee are mutually committed to creating and supporting public schools in which educationally underserved students will develop the skills, character and knowledge base needed to succeed in top-quality high schools, universities and in the competitive world beyond; and

Therefore, in consideration of the mutual covenants and conditions contained herein, Licensor and Licensee hereby agree as follows:

SECTION 1: DEFINITIONS

As used in this Agreement, the following terms shall have the following meanings:

- 1.1 "Educational Activities" shall mean non-profit educational activities and programs designed to assist students in developing the skills, character and knowledge base needed to succeed in top-quality high schools, universities and in the competitive world beyond.
- 1.2 "Marks" shall mean and include all trademarks, service marks, design marks, trade names, domain names, registrations and applications for registration thereof, and any common law rights pertaining thereto, belonging to the Licensor, including those attached hereto as Exhibit A.
- 1.3 "Territory" means New York City, NY and its surrounding metropolitan area.
- 1.4 "Services" shall mean training, support and other programs provided by KIPP to the School or its students, employees, staff or members of the Board of Directors.

SECTION 2: LICENSE GRANT AND RESTRICTIONS

- 2.1 As of the Effective Date, and subject to the terms and conditions of this Agreement, Licensor hereby grants to Licensee a non-transferable, non-sublicenseable and non-exclusive license to use, reproduce and display the Marks in connection with its Educational Activities in the Territory.
- 2.2 Use of the KIPP Mark: On all of its correspondence, documents, signage, clothing, displays and marketing or advertising materials of any kind, Licensee shall prominently identify itself as "KIPP STAR College Preparatory Charter School." In all cases, use of the licensed Marks shall be in compliance with Licensor's trademark guidelines as attached hereto as Exhibit B, which may be updated from time to time by Licensor.
- 2.3 Ownership of Marks: Licensee acknowledges and agrees that the Marks, all applications and registrations therefore, and all associated rights, title and goodwill, are owned solely by the Licensor, and that Licensee shall never directly or indirectly contest this ownership or the validity of the Marks. Licensee shall assist and cooperate with Licensor to perfect, enforce or acquire Licensor's rights, titles and interests in the Marks, and shall use its best efforts to protect the Marks and to report promptly to Licensor any infringement of any of the Marks of which it has become aware. The License granted herein is not intended to be (and shall not be construed as) an assignment, and nothing herein confers on Licensee any right, title or interest in the Marks other than the limited rights of usage in accordance with this Agreement.
- 2.4 Marks Protection: Licensor reserves the sole and exclusive right at its discretion to assert claims against third parties for infringement or misuse of its Marks. Licensor shall fund the costs of prosecuting such claims against third parties for infringement or misuse of the Marks, and Licensee shall provide reasonable assistance to and cooperate with Licensor in connection therewith as may be necessary to give effect to the foregoing. If Licensor elects to initiate any action or proceeding in connection with the licensed Marks, it may do so in its own name alone or may elect to join Licensee as a party. In the event that Licensor joins Licensee as a party, Licensee shall not object to such joinder, provided; however, Licensor shall indemnify and hold Licensee harmless from and against any and all costs, expenses (including reasonable attorneys' fees), and liabilities that Licensee may incur in connection with such action or proceeding.
- 2.5 All use of the licensed Marks shall inure solely to the benefit of, and on behalf of, Licensor. Licensee shall not use or apply to register any trademark that incorporates, includes, is a derivative of, or would tend to dilute any Mark that is the subject of this Agreement, except as expressly authorized herein. Licensee shall not transfer, sublicense or permit any third party the right to use any of the

licensed Marks, in whole or in part, without the prior written approval of the Licensor. Licensee agrees that it shall not apply for registration of any of the licensed Marks or for any trademark, name, logo or other designation that Licensor believes, in good faith, to be confusingly similar to or to dilute the distinctiveness of the licensed Marks.

- 2.6 Licensee shall not use the licensed Marks in a manner that is disparaging to or that could otherwise harm the goodwill associated with the Marks, or in any manner that suggests or implies a relationship between the parties other than the relationship that is set forth in this Agreement and any other agreements between the parties.
- 2.7 Licensee shall at no charge to Licensor provide Licensor with samples, copies or pictures of any and all goods, packaging, documentation, manuals, advertising, marketing or other materials that bear any of the licensed Marks or that Licensee intends to use or distribute in connection with the Marks. Licensee agrees that the quality of any goods and services with which it uses the licensed Marks shall be comparable to the quality of goods and services with which the Licensor uses the licensed Marks, including but not limited to Licensee's compliance with the trademark guidelines attached hereto as Exhibit B.
- 2.8 **Future Claims:** In the event that (a) there is a claim or demand made against Licensor or Licensee with respect to any licensed Mark, or (b) there is a determination in any court of competent jurisdiction or by any other governing authority that the right to use a licensed Mark is unenforceable, or (c) Licensor reasonably believes that it may be unable to obtain or maintain the right to use a licensed Mark in a jurisdiction, or (d) Licensor reasonably believes that the use of a licensed Mark in a jurisdiction could subject Licensor or Licensee to a claim for infringement or any other liability, Licensor may notify Licensee in writing that it is terminating or modifying the Licensee's right to use the relevant Mark in such jurisdiction. In the event of such a notice of termination or modification, Licensee shall be permitted a reasonable period of time, not to exceed thirty (30) days, to comply with such notice. Licensee shall be solely responsible and liable for any claim, demand, penalty or damages arising from its continued use of any Mark after this period of time.

SECTION 3: KIPP SERVICES

- 3.1 KIPP shall provide Services to the School in the following areas: (a) community development, (b) operations management (c) organizational leadership and culture, and (d) academic leadership, to the same extent that it provides access to these Services to other KIPP schools.

- 3.2 KIPP shall provide the School with access to assistance with fundraising, teacher recruitment, public relations, teacher training conferences and KIPP retreats that shall be organized from time to time for teachers and board members of the School. KIPP shall also provide the School with access to assistance by the KIPP Real Estate Group for facilities support.
- 3.3 Nothing in the foregoing shall be construed to limit KIPP from offering Services to the School.

SECTION 4: QUALITY CONTROL

- 4.1 In addition to any and all of the provisions in Section 2, above, and in order to maintain the quality of the Educational Activities and goodwill associated with the licensed Marks, Licensee agree to the following provisions.
- (a) Licensee shall comply with, and be committed to, Licensor's standards and philosophy of education as set forth in the Five Pillars, recited above;
 - (b) Licensee agrees that the nature and quality of all Educational Activities undertaken in connection with the licensed Marks shall conform to the standards set by Licensor. Licensee agrees that Licensor may require quality control tests, at its own expense, and shall have the sole right to determine in its reasonable discretion whether the Licensee's Educational Activities are satisfactory;
 - (c) Licensee shall comply with all applicable laws relating to the implementation, performance, production, promotion or distribution of any products or services related to the Educational Activities;
 - (d) Licensor or its authorized representatives shall have the right, at least annually, to visit and inspect Licensee's facilities, and Licensee shall allow Licensor or its authorized representatives to review and observe Licensee's programs, procedures, operations and Educational Activities;
 - (e) Licensee shall participate in and cooperate with a multi-day formal school evaluation conducted from time to time by a team designated by Licensor. This evaluation team will assess the quality of Licensee's academic program and its compliance with the Five Pillars;
 - (f) Licensee's school leader must use his/her best efforts to attend the annual meeting of school leaders that use the KIPP name;

- (g) Licensee shall maintain complete records of its activities, and allow Licensor or its designee to review and inspect such records on reasonable notice to confirm Licensee's compliance with this Agreement;
 - (h) Licensee shall collect and maintain data on the academic achievement level of its students sufficient to allow Licensor to evaluate the progress of these students and the effectiveness of the Licensee's Educational Activities. Said data shall include, but not be limited to, longitudinal data on the academic achievement level of its students using state-mandated criterion-referenced tests, commercially available standardized tests, and/or other similar assessment tools requested by Licensor. Licensee shall promptly provide any and all of the above-referenced data and test results to Licensor upon availability and Licensor's request;
 - (i) Licensee shall record, respond to and resolve any complaints by parents, students or teachers regarding its Educational Activities, and shall provide Licensor, upon request, with full information and access to documents relating to any such complaints that are, or have been, subject to review by Licensee's Board of Directors;
 - (j) Licensee shall submit any other information related to its Educational Activities to Licensor at its request, unless otherwise prohibited by law;
 - (k) Licensee must promptly notify Licensor of any material change in its programs or Educational Activities, or of any change in its governance. Licensor specifically reserves the right to approve any principal or school leader of KIPP STAR College Preparatory Charter School or any other school operated by Licensee.
- 4.2 Licensee must make itself available to host, at no cost to Licensor, one or more Fisher Fellows as "residents" during its school year. In hosting said residents, Licensee must cooperate fully in allowing Fisher Fellows to observe and work with the school leaders, teachers and other personnel.
- 4.3 If Licensor determines, in its reasonable discretion, that Licensee has failed to comply with any of the above provisions, Licensor may notify Licensee in writing and require it to take corrective and/or remedial action. Such notice and requirement may include any action that Licensor deems reasonably necessary for Licensee to comply with the provisions of this Agreement, including but not limited to alterations or additions to the Licensee's Educational Activities and/or restrictions on the Licensee's use of licensed Marks. With respect to a determination by Licensor that an Educational Activity of Licensee does not comply with the provisions of this Agreement, and a subsequent determination by Licensor that Licensee has not taken adequate steps to implement corrective

action within 120 days, as set forth in Section 8 herein, Licensor may unilaterally terminate this Agreement.

SECTION 5: PAYMENT

- 5.1 As consideration for the licensing to it of the Marks and provision of Services described herein, Licensee shall pay to Licensor an annual fee not to exceed 1% of the state and local per pupil funding that it receives, directly or indirectly, during its first year of school operation, and not to exceed 3% of the state and local per pupil funding that it receives, directly or indirectly, each year thereafter. Because it is the intention of the parties that this annual license fee will not exceed the annual cost to the Licensee of employing an additional teacher, the license fee shall not exceed the average, *i.e.*, arithmetic mean, salary paid by the Licensee to its full-time teachers during the relevant year, including all overtime and extra time payments but not to include any benefits or other costs of employment.
- 5.2 The annual license payments from Licensee to Licensor pursuant to this Section 4 shall be due and payable within thirty (30) days of the beginning of the Licensee's fiscal year, beginning with the first fiscal year that starts after completion of the first academic year of school operations. Any failure by Licensee to timely make the required payments to Licensor pursuant to this Section shall give rise to an additional obligation on the Licensee to pay interest to Licensor on the delinquent amounts owed at the compounding rate of 6% per annum.

SECTION 6: LIMITATION ON LIABILITY

- 6.1 Disclaimer: THE LICENSED MARKS ARE PROVIDED "AS IS" WITHOUT WARRANTY OF ANY KIND, AND LICENSOR DISCLAIMS ANY REPRESENTATIONS OR WARRANTIES, WHETHER EXPRESS, IMPLIED, STATUTORY OR OTHERWISE, WITH RESPECT TO THE LICENSED MARKS, INCLUDING, WITHOUT LIMITATION, ANY WARRANTY OF MERCHANTABILITY, NONINFRINGEMENT, OR FITNESS FOR A PARTICULAR PURPOSE.

SECTION 7: INDEMNIFICATION

- 7.1 Indemnification by Licensee. Licensee shall indemnify, defend and hold harmless Licensor, and its officers, directors, employees and agents, from any losses, damages, liabilities, settlements, attorneys' fees or costs that may arise as a result

of any action, causes, claims, demands or proceedings arising from or related to any action or failure to act on the part of Licensee. Licensor shall give Licensee prompt notice of any such actions, claims or proceedings, and information in the possession of Licensor that is reasonably required for the defense of such actions, claims or proceedings.

- 7.2 **Indemnification by Licensor.** Licensor shall defend, indemnify and hold harmless Licensee, and its officers, directors, employees and agents, from any losses, damages, liabilities, settlements, reasonable attorney's fees or costs that arise from claims alleging that the Licensee's use of any of the Marks pursuant to this Agreement constitutes trademark or trade name infringement, unfair competition, or dilutes the trademark or name of any third party. Licensee agrees to promptly notify Licensor of any such claim and to grant Licensor, at its option, sole authority to defend and/or resolve any such claim, and to cooperate in the defense of such claim.
- 7.3 **Insurance.** Licensee shall obtain and maintain a comprehensive general liability insurance policy with combined single limit coverage of not less than \$1,000,000.00, and shall name Licensor as an additional insured thereunder. Licensee shall promptly provide Licensor with a certificate establishing proof that such a policy is in effect, and shall give Licensor thirty (30) days written notice of any termination of said insurance policy, or of any intention not to pay the premium therefore, at which time Licensor shall have the right to automatically terminate this Agreement.

SECTION 8: TERM

- 8.1 **Term:** This Agreement shall be effective as of the Effective Date, and automatically renewed for additional one-year terms annually thereafter, subject to the termination provisions set forth herein.
- 8.2 **Termination by Licensor:** Licensor may terminate this Agreement, including any license granted by Licensor herein, or any rights granted by Licensor with respect to any licensed Mark, at any time in the event of a material breach by Licensee of such license or this Agreement, or a term or restriction applicable to a licensed Mark or to this Agreement, with respect to which Licensor believes Licensee has not taken adequate steps to cure following 120 days written notice from Licensor. Notwithstanding the foregoing, Licensor may immediately terminate this Agreement, including any license granted herein or rights granted by Licensor with respect to any licensed Mark, if Licensee: (a) fails to obtain or maintain a comprehensive general liability insurance policy in the amount and as provided for in paragraph 6.3, above; (b) files a petition in bankruptcy or is adjudicated as bankrupt or insolvent, or if a receiver is appointed for Licensee or for Licensee's business; (c) discontinues its operations or ceases to use the licensed Marks; (d) is in material breach of any term not reasonably subject to cure; (e) has its

operations come under the direction or control of personnel other than the person serving as school leader as of the Effective Date, unless said personnel have been pre-approved in writing by Licensor; (f) fails to maintain its tax-exempt status under Internal Revenue Code 501(c)(3); or (g) behaves, or it personnel or employees behave, in a manner that, in Licensor's reasonable opinion, may be irrevocably detrimental to Licensor's reputation, to the licensed Marks, or to the goodwill associated therewith.

- 8.3 **Licensee's Voluntary Resignation of KIPP License.** In addition to the preceding termination provisions, Licensee may voluntarily relinquish its license rights pursuant to this Agreement following its initial one-year term by notifying Licensor no later than ninety (90) days prior to the expiration of any subsequent one-year term. In the event that Licensee voluntarily elects to terminate the Agreement, and to forgo its future relationship with KIPP, it shall reimburse to Licensor within thirty (30) months in equal installments a termination fee not to exceed \$200,000, intended to reimburse Licensor for a portion of the internal and external costs it has incurred in training the Licensee's school leader and in opening the Licensee's school. Licensor shall provide Licensee with information supporting the calculation of the aforementioned reimbursement payment, which Licensee shall pay to Licensor in proportional monthly installments over a thirty (30) month period (with no penalty for prepayment) beginning within thirty (30) days following receipt of said information.
- 8.4 **Effect of Termination.** Upon termination, resignation or expiration of this Agreement for any reason, Licensee will not have any right to make any use whatsoever of the Marks. To the extent that Licensee's corporate name includes any of the Marks, including but not limited to the KIPP name, and unless expressly agreed to in writing by Licensor, Licensee shall immediately change its name to a name that does not include any of the Marks, or any portion of the Marks, following termination or expiration of this Agreement.
- 8.5 **Survival Upon Termination:** The provisions of this Agreement relating to the Ownership of Marks (Section 2.3), Marks Protection (Section 2.4), Limitation of Liability (Section 5) and Indemnification (Section 6) shall survive the expiration or termination of this Agreement for any reason whatsoever.

SECTION 9: GENERAL PROVISIONS

- 9.1 **This Agreement and any dispute arising from the performance or breach thereof shall be governed by and enforced in accordance with the laws of the State of California, without reference to any conflict of laws provisions.**
- 9.2 **Severability:** In the event that any provision of this Agreement is found to be invalid, illegal or unenforceable in any jurisdiction, all other provisions hereof shall remain in full force and effect, and such invalidity, illegality or

unenforceability shall not affect the validity, legality and enforceability of all other provisions.

- 9.3 **No Modification or Waiver:** There shall be no amendment, modification or waiver of any provision of this Agreement unless made in writing by both parties hereto. No provision of this Agreement shall be varied, contradicted or explained by any oral agreement, course of dealing or performance. No failure on the part of either party to exercise any right under this Agreement, or any right provided by state law or equity or otherwise, shall impair, prejudice or constitute a waiver of any such right.
- 9.4 **No Assignment:** This Agreement shall not be assigned or transferred, directly or indirectly, by either Licensor or Licensee to any third party, whether by operation of law or otherwise, without the prior written consent of the other party to this License, which consent will not be unreasonably withheld.
- 9.5 **Independent Contractors:** Nothing in this Agreement is intended, or is to be construed, to constitute a partnership or any other relationship between the parties hereto. Neither of the parties to this Agreement shall have any express or implied right or authority to assume or create any obligation on behalf of any other party, or to bind any other party to any contract, undertaking or agreement with any third party.
- 9.6 **Entire Agreement:** This Agreement embodies the entire understanding between the parties hereto with respect to the licensed Marks, and supercedes any prior communications, representations or understandings with respect thereto, whether written or oral.

SECTION 10: NOTICES

- 10.1 Any notices or other communications required to be given by either party pursuant to this Agreement shall be in writing and personally delivered or sent by certified or registered mail, or by commercial overnight courier service with tracking capabilities, costs prepaid, to the following addresses:

To Licensor:

KIPP Foundation
c/o General Counsel
345 Spear Street, Suite 510
San Francisco, CA 94105

To Licensee:

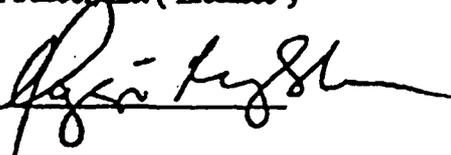
KIPP STAR College Preparatory
Charter School, Inc.
c/o Margaret Rnnyan-Shefa
[REDACTED]
New York, NY [REDACTED]

IN WITNESS WHEREOF, Licensor and Licensee have caused this Agreement to be entered into as of the date first written above.

KIPP Foundation ("Licensor")

KIPP STAR College Preparatory
Charter School, Inc. ("Licensee")

By: 

By: 

Name: MIKE FEINBERG

Name: Maggie Runyan-Deh

Title: CO-FOUNDER & CEO

Title: Principal, KIPPSTAR

APPENDIX II KIPP SCHOOLS - BACKGROUND INFORMATION

(From Attachment 9C) If Requests Nos. 9(a) and 9(b) are applicable to your application, then provide all of the following information. If not applicable, please so note and proceed to Request No. 10.

- Evidence that the corporate entity is authorized to do business in New York State;
- The number of schools the entity presently manages (if any) and the location of those schools;
- The length of time the entity has been in business;
- The most recent annual report of the entity; and
- A description or summary reports of student achievement results in schools managed by the entity.

KIPP National has been in business for over three years – the organization was formed in April of 2000 after a generous donation from the personal foundation of Doris and Donald Fisher, founders of The Gap clothing stores. KIPP National does not manage any schools but has trained thirty KIPP Fellows over 3 years to bring the total number of KIPP schools to thirty-two (32):

Schools Opened in 1994

- | | |
|------------------------------------|-----------------------------------|
| 1. KIPP Academy
Bronx, New York | 2. KIPP Academy
Houston, Texas |
|------------------------------------|-----------------------------------|

Schools Opened in 2001

- | | |
|--|--|
| 3. KIPP DC KEY Academy
Washington, DC | 4. KIPP Gaston College Preparatory
Gaston, North Carolina |
| 5. KIPP 3-D Academy
Houston, Texas | |

Schools Opened in 2002

- | | |
|---|---|
| 6. KIPP Austin College Prep Academy
Austin, Texas | 7. KIPP Ujima Village Academy
Baltimore, Maryland |
| 8. KIPP PATH Academy
De Kalb County, Georgia | 9. KIPP Sunshine Peak Academy
Denver, Colorado |
| 10. KIPP TEAM Academy
Harlem, New York | 11. KIPP Diamond Academy
Memphis, Tennessee |
| 12. KIPP Oak College Preparatory
Oakland, California | 13. KIPP Reach College Preparatory
Oklahoma City, Oklahoma |
| 14. KIPP Delta College Prep
Helena, Arkansas | 15. KIPP Asheville Youth Academy
Asheville, North Carolina |

Schools Opened in 2003

- | | | | |
|-----|--|-----|---|
| 16. | KIPP Academy of Opportunity
Los Angeles, CA | 17. | KIPP Achieve Preparatory Academy
Atlanta, GA |
| 18. | KIPP AdelantePrep Academy
San Diego, CA | 19. | KIPP Ascend Academy
Chicago, IL |
| 20. | KIPP Aspire Academy
San Antonio, TX | 21. | KIPP Bayview Academy
San Francisco, CA |
| 22. | KIPP Chicago Youth Village
Chicago, IL | 23. | KIPP LA College Preparatory School
Los Angeles, CA |
| 24. | KIPP Philadelphia Charter School
Philadelphia, PA | 25. | KIPP SAC Prep
Sacramento, CA |
| 26. | KIPP_SF Bay Academy
San Francisco, CA | 27. | KIPP Sankofa Charter School
Buffalo, NY |
| 28. | KIPP South Fulton Academy
Atlanta, GA | 29. | KIPP STAR College Prep Charter School
Harlem, NY |
| 30. | KIPP Summit Academy
San Lorenzo, CA | 31. | KIPP TRUTH Academy
Dallas, TX |
| 32. | KIPP WAYS Academy
Atlanta, CA | | |

KIPP® Founding Schools

KIPP Academy Houston

KIPP Academy New York

Recognition

- The Texas Education Agency has recognized KIPP Academy Houston as an Exemplary School each year since 1996.
- The New York State Senate has recognized KIPP Academy New York as the highest performing public middle school in the Bronx in reading, math, and attendance each year since 1998.

Enrollment

- 347 students enrolled in grades 5-9
- 18 teachers
- 240 students enrolled in grades 5-8
- 19 teachers

Population

- 96% of the students are Latino or African American.
- 83% of the students qualify for federal free or reduced meal programs.
- 100% of the students are Latino or African American.
- 93% of the students qualify for federal free or reduced meal programs.

Time on Task

- Students attend school daily from 7:25 a.m. until 5:00 p.m. , for 4 hours on Saturday, and for 3 weeks during the summer - a total of 67% more time in the classroom than the national average.
- Students complete between 2-3 hours of homework each night.
- Students attend school daily from 7:25 a.m. until 5:00 p.m. , for 4 hours on Saturday, and for 3 weeks during the summer - a total of 67% more time in the classroom than the national average.
- Students complete between 1.5-2 hours of homework each night.

Daily Attendance

- 99% in 2001-2002
- 96% in 2001-2002

Test Results

- 99% of all students passed ALL sections of the 2002 Texas Assessment of Academic Skills.
- 2002 school-wide Stanford 9 results:
Math - 84.7 national percentile
Reading - 68.3 national percentile
Language - 77.9 national percentile
- 61% of all students scored above the national norm in reading, according to the 2002 NYC ELA/CTB - Reading Test.
- 82% of all students scored above the national norm in math, according to the 2002 NYC CTB - Mathematics Test.

Scholarships

- Alumni have earned over \$11 million in high school scholarships since 1999.
- Alumni have earned over \$8.8 million in high school scholarships since 1999.

Field Trips

- 5th Grade Washington DC Trip
- 6th Grade Utah Trip
- 7th Grade East Coast HS & College Tour
- 8th Grade California College Tour
- 5th Grade Washington DC Trip
- 6th Grade Utah Trip
- 7th Grade East Coast HS & College Tour
- 8th Grade California College Tour

Extra-Curricular

- Classes offered include: dance, self-defense, band, piano, choir, drama, guitar, basketball, baseball, football, swimming, soccer, volleyball, ultimate frisbee, French, Girl Scouts, literary magazine, yearbook, art, photography.
- All students learn how to read music and play a musical instrument before entering high school. Additional classes include: art, karate, publishing, strategy games, test preparation, flag football, dance, and drama.

Commitment to Excellence

- KIPP requires all students, parents, and teachers to sign a Commitment to Excellence form.
- KIPP requires all students, parents, and teachers to sign a Commitment to Excellence form.

KIPP: High School Placement

1999-2002 High School Admissions

KIPP eighth graders have matriculated into some of the finest college preparatory high schools in the nation. To date, more than 400 KIPP alumni are attending 137 high schools across 20 states and have earned over \$18 million dollars in high school scholarships.

Public High Schools:

Bard Early College Program (New York City, New York)
 Bellaire Foreign Language Magnet (Houston, Texas)
 Bronx Leadership Academy (New York City, New York)
 Brooklyn Tech (New York City, New York)
 DeBakey Health Professions Magnet (Houston, Texas)
 Environmental Studies (New York City, New York)
 Fashion Industries (New York City, New York)
 Foreign Language Academy (New York City, New York)
 Frederick Douglass Academy (New York City, New York)
 Jones Vanguard (Houston, Texas)
 High School for Art and Design (New York City, New York)
 High School for Performing and Visual Arts (Houston, Texas)
 Hostos Lincoln Academy (New York City, New York)
 John F. Kennedy High School (New York City, New York)
 LaGuardia (New York City, New York)
 Lamar Business Administration Magnet (Houston, Texas)
 Macy Program at Clinton (New York City, New York)
 Middle College for Technology Careers (Houston, Texas)
 Washington Engineering Magnet (Houston, Texas)
 YES College Preparatory (Houston, Texas)
 Young Women's Leadership School (New York City, New York)

Private Day Schools:

All Hallows School (New York City, New York)
 Aquinas (New York City, New York)
 The Awty International School (Houston, Texas)
 Cardinal Hayes (New York City, New York)
 Cardinal Spellman (New York City, New York)
 Cathedral High School (New York City, New York)
 The Chinquapin (Girls) School (Highlands, Texas)
 Duchesne Academy (Houston, Texas)
 Episcopal High School (Houston, Texas)
 Fordham Prep (New York City, New York)
 Incarnate Word Academy (Houston, Texas)
 The John Cooper School (Houston, Texas)
 The Kinkaid School (Houston, Texas)
 Loyola School (New York City, New York)
 Monsignor Scanlan (New York City, New York)
 Mount Carmel High School (Houston, Texas)
 Mount St. Michael (New York City, New York)
 Mount Saint Ursula (New York City, New York)
 Mother Cabrini (New York City, New York)
 Notre Dame Academy (New York City, New York)
 Regis High School (New York City, New York)
 Rice High School (New York City, New York)
 Riverdale Country School (New York City, New York)
 Salesian High School (New York City, New York)
 School at Church Farms (New York City, New York)
 Second Baptist School (Houston, Texas)
 Saint Agnes Academy (Houston, Texas)
 St. Jean Baptiste (New York City, New York)
 St. John's School (Houston, Texas)
 St. Joseph's Academy (New York City, New York)
 Saint Mary's Hall (San Antonio, Texas)
 St. Pius X High School (Houston, Texas)
 St. Raymond's Academy (New York City, New York)
 St. Stephen's Episcopal School (Houston, Texas)
 St. Thomas High School (Houston, Texas)
 Strake Jesuit College Preparatory (Houston, Texas)
 Talent Unlimited (New York City, New York)

<over>

KIPP® High School Placement

<continued>

National Boarding Schools:

The Asheville School (North Carolina)
 Baylor School (Tennessee)
 The Blue Ridge School (Virginia)
 Bootstrap Ranch High School (Montana)
 Brooks School (Massachusetts)
 Carol Morgan (Dominican Republic)
 Cate School (California)
 Chatham Hall (Virginia)
 The Chinquapin (Boys) School (Texas)
 Choate Rosemary Hall (Connecticut)
 Concord Academy (Massachusetts)
 Conserve School (Wisconsin)
 Darlington School (Georgia)
 Deerfield Academy (Massachusetts)
 Dublin School (New Hampshire)
 Eagle Rock School (Colorado)
 Edina A Better Chance Program (Minnesota)
 Emma Willard (New York)
 Episcopal High School (Virginia)
 The Ethel Walker School (Connecticut)
 Fountain Valley School (Colorado)
 Foxcroft School (Virginia)
 The George School (Pennsylvania)
 Girard College (Pennsylvania)
 Hackley School (New York)
 The Hockaday School (Texas)
 The Hotchkiss School (Connecticut)
 Kent School (Connecticut)
 Kimball Union Academy (New Hampshire)
 Lake Forest Academy (Illinois)
 The Loomis Chaffee School (Connecticut)
 The Mercersburg Academy (Pennsylvania)
 Millbrook School (New York)
 Milton Academy (Massachusetts)
 Miss Hall's School (Massachusetts)
 Miss Porter's School (Connecticut)
 New Mexico Military Institute (New Mexico)
 Northfield Mount Hermon School (Massachusetts)
 Oldfields School (Maryland)
 The Peddie School (New Jersey)
 Phillips Andover Academy (Massachusetts)
 Phillips Exeter Academy (New Hampshire)
 Pomfret School (Connecticut)
 Rabun Gap-Nacoochee School (Georgia)
 St. Andrew's School (Rhode Island)
 St. Andrew's-Sewanee School (Tennessee)
 St. Margaret's School (Virginia)
 Saint Mark's School (Massachusetts)
 St. Stephen's Episcopal (Texas)
 St. Timothy's School (Maryland)
 Salisbury School (Connecticut)
 Stevenson School (California)
 Subiaco Academy (Arkansas)
 Suffield Academy (Connecticut)
 Texas Military Institute (Texas)
 The Thacher School (California)
 Virginia Episcopal School (Virginia)
 Westminster School (Connecticut)
 Westtown School (Pennsylvania)
 The White Mountain School (New Hampshire)
 The Williston-Northampton School (Massachusetts)

APPENDIX III
KIPP NATIONAL BACKGROUND INFORMATION

1. History of KIPP
2. The KIPP Five Pillars
3. KIPP School Leadership Program
4. A Day in the Life at KIPP
5. KIPP Commitment to Excellence Form

KIPP: HISTORY

KIPP, the Knowledge Is Power Program, is dedicated to providing educationally underserved students with the knowledge, skills and character needed to succeed in top-quality high schools, colleges and the competitive world beyond.

KIPP began in 1994 when Mike Feinberg and Dave Levin completed their two-year commitment with Teach For America in Houston ISD and launched KIPP as a fifth-grade program at Garcia Elementary School on the north side of Houston, Texas. Their mentor teacher, Harriett Ball, motivated the two young men to do everything possible to ensure that their students were achieving at the highest possible levels in the classroom. The students' academic success and interest in learning inspired Feinberg and Levin to expand the program beyond one classroom. The following year, KIPP Academy opened in Houston, and Levin founded The KIPP Academy in the South Bronx, New York. Today, both are nationally recognized as outstanding schools. The following are among their noteworthy achievements:

- KIPP Houston has been named a Texas Exemplary School in each of its first six years in operation.
- KIPP New York is consistently one of the highest performing middle schools in the Bronx.
- KIPP Houston students consistently score among the highest ratings throughout Texas on the state exam (TAAS).
- KIPP New York is home to the nationally acclaimed KIPP String and Rhythm Orchestra.
- 99% of KIPP students attend college preparatory high schools.

The achievements of the first two KIPP schools captured national attention. In 2000, Doris and Donald Fisher, founders of The Gap, Inc., formed a unique partnership with Feinberg and Levin to replicate the success of these schools. Following their belief that great schools need great leaders, Feinberg, Levin and the Fishers created a new organization to recruit, select and train educators who would plan, open and lead their own KIPP-like schools. KIPP National was born and the prestigious KIPP School Leadership Program was soon created; a competitive, yearlong training fellowship that prepares aspiring school leaders to establish their own, unique school that adheres to the basic operating principles of KIPP – The KIPP Five Pillars.

THE **KIPP**: FIVE PILLARS

These basic principles form the Five Pillars, responsible for the success of students in KIPP Schools. The Five Pillars are non-negotiables for each and every school started by KIPP:

1. **High Expectations.** KIPP Schools have clearly defined and measurable high expectations for academic achievement and conduct that make no excuses based on the background of students. Students, parents, teachers, and staff create and reinforce a culture of achievement and support, through a range of formal and informal rewards and consequences for academic performance and behavior.
2. **Choice & Commitment.** Students, their parents, and the faculty of a KIPP School have made a choice to be at the school. No one is assigned or forced to attend these schools. Everyone must make and uphold a commitment to the school, and to each other to put in the time and effort required to achieve success.
3. **More Time On Task.** KIPP Schools know that *there are no shortcuts* when it comes to helping educationally disadvantaged students succeed academically. A longer school day, a longer school year, and summer school mean more time for students in KIPP Schools to acquire the academic knowledge and skills, as well as broad extracurricular experiences that will prepare them for competitive high schools and colleges.
4. **Power to Lead.** The principals of KIPP Schools are effective academic and organizational leaders who understand that there are no great schools without great school leaders. They have control over their school budget and personnel. They are free to swiftly move dollars or make staffing changes, in order to be most effective in helping students learn.
5. **Focus on Results.** KIPP Schools are focused unrelentingly on results; student performance on tests and other objective measures that substantially outpace district averages; results that don't invite excuses based on demographics; and achievement that enables students to compete at the nation's best high schools and colleges.

KIPP: SCHOOL LEADERSHIP PROGRAM

KIPP knows that excellent schools require strong, capable leaders to be effective. Yet few educators have the opportunity to develop the leadership and business skills necessary to start and manage effective schools. The yearlong KIPP School Leadership Program strives to fill that gap by turning educators into educational leaders. The KIPP School Leadership Program consists of three parts.

I. The School Leadership Institute introduces KIPP Fellows to the program and provides them with the essential organizational and academic leadership skills most relevant to opening and operating successful KIPP Schools. The Institute is a six-week training program that takes place at the Haas School of Business at the University of California, Berkeley. Institute course work takes place during the summer and is directed by business school professors from across the nation, as well as experts on academic leadership, nonprofit management, school finance and operations. Topics covered include organizational culture, school finance, board development and instructional leadership and management. The Institute's dynamic instructional setting immerses Fellows in an intense academic environment. Class sessions include participation in case studies, discussions and role-playing. The Institute culminates with each Fellow presenting his or her own school vision, academic plan and business plan.

II. The Residencies permit KIPP Fellows to experience first-hand the culture and activities of exemplary schools as preparation for starting and leading their own KIPP schools. Throughout the fall months, Fellows rotate through each of the key school roles, learning by assisting the school principal, teachers, office managers, development directors, counselors and other staff. Fellows serve as residents in several different KIPP Schools over the course of four months to broaden their perspective on leadership and effective models. The Residencies are further enhanced by two conferences focusing on specific operational and leadership issues that will impact the success of their schools.

III. School Start-Up Preparation is the critical sixth months when KIPP Fellows return home to establish their schools. Fellows receive assistance and guidance in academic planning, business operations and community support through opening day and beyond. Please refer to www.kipp.org for additional information about the KIPP School Leadership Program and the online application for the KIPP Fellowship.

KIPP: A DAY IN THE LIFE

For KIPP students, graduation day means the day they graduate from college, not middle school. Keeping their eyes on the prize requires their personal commitment as well as the dedication of teachers, family members and the community at large.

"Every day starting in fifth grade, we heard about college, college, college. Teachers put up a bulletin board with the names of students and the high schools to which they were accepted. They did that to encourage us to succeed in life. Soon, KIPP students are going to apply to college, and in the years to come, there will be banners of the top colleges up there."

—Marcos Maldonado, KIPP Alumnus

KIPP students spend approximately 67% more time in the classroom than most public school students. KIPP bridges the gap between regular classroom hours and extended hours by housing the school program in one place, providing instruction by one dedicated faculty and integrating a unified curriculum throughout the day, week and year.

"Those hours were the sacrifice that I made for my future, for the love of learning, to love it and embrace it. At KIPP I learned discipline, integrity, patience and endurance. Most importantly... I learned that my mind could grow and grow and there would always be room for more."

—Laura Reyes, KIPP Alumna

KIPP students maintain a rigorous schedule. They arrive at school by 7:30 a.m. where they are engaged in academic and extracurricular activities until 5:00 or 6:00 p.m. KIPP students work extraordinarily hard within an environment that fosters the encouragement of others, the support of team and family, and the belief that with an excellent education, anything is possible.

"KIPP's a special place where your mind is opened to new things. It's the road to a better future. KIPP stands for the Knowledge Is Power Program, but in my mind and soul it means facing challenges, making the sacrifice to go the extra mile, seeking perfection, being courteous to others and being part of a team and family."

—Alexandrya Ramirez, KIPP student

KIPP students have an average of two to three hours of homework each night. To encourage success, they have access to teacher home phone numbers, teacher cell phone numbers and even a toll-free 800 number to ask any homework questions, or in case of personal emergency.

"My child has benefited tremendously from her years at KIPP, but those teachers didn't perform magic. I watched them work tirelessly to help my daughter grow and learn. I feel I finally have a partner when it comes to making sure that she will be successful and happy in school and in life."—Opal Brandy-Gardner, KIPP Parent